

**DEVELOPING LISTENING INTERACTIVE MULTIMEDIA  
FOR *ENGLISH IN FOCUS FOR GRADE VIII JUNIOR HIGH*  
*SCHOOL***

**A Thesis**

**Presented as Partial Fulfillment of the Requirement for the Attainment of the  
Degree of *Sarjana Pendidikan* in English Language Education**



**By:**

**Rizka Amin Setiawan**

**NIM 06202244125**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2014**

APPROVAL SHEET

DEVELOPING LISTENING INTERACTIVE MULTIMEDIA FOR  
*ENGLISH IN FOCUS FOR GRADE VIII JUNIOR HIGH SCHOOL*

A THESIS



First Consultant,

Joko Privana, M.A, Ph.D  
NIP. 19650122 199001 1 001

## RATIFICATION

### DEVELOPING LISTENING INTERACTIVE MULTIMEDIA FOR ENGLISH IN FOCUS FOR GRADE VIII JUNIOR HIGH SCHOOL

A Thesis

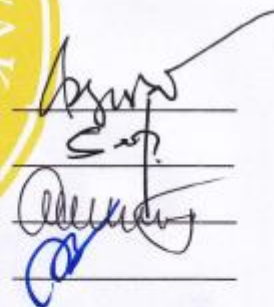
By:

Rizka Amin Setiawan  
06202244125

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,  
Yogyakarta State University, on 17 March 2014 and declared to have fulfilled the  
Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English  
Language Education.

#### Board of Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd.  
Secretary : Siti Sudartini, M.A.  
First Examiner : Dr. Margana, M.Hum., M.A.  
Second Examiner : Joko Priyana, M.A., Ph.D.

The block contains four handwritten signatures in blue ink, each written over a horizontal line. These signatures correspond to the members of the Board of Examiners listed to the left.

Yogyakarta, 20 Maret 2014  
Faculty of Languages and Arts  
Yogyakarta State University  
Dean,



Prof. Dr. Zamzani, M.Pd.  
NIP. 19550505 198011 1 001

A handwritten signature in blue ink, written over a horizontal line, representing the Dean of the Faculty of Languages and Arts.

## PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : Rizka Amin Setiawan

NIM : 06202244125

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Thesis : DEVELOPING LISTENING INTERACTIVE MULTIMEDIA  
FOR *ENGLISH IN FOCUS FOR GRADE VIII JUNIOR HIGH  
SCHOOL*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis orang lain atau telah dipergunakan sebagai persyaratan penyelesaian studi di Perguruan *Tinggi lain*, kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penelitian karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Maret 2014

Penulis,



Rizka Amin Setiawan



## **MOTTOS**

**I have a dream**

**(Dr. Martin Luther King Jr.)**

**You'll never walk alone**

**(Liverpool)**

## **DEDICATION**

This thesis is dedicated to my father, mother , and my sisters.

## **ACKNOWLEDGEMENTS**

Alhamdulillah, praise be to Alloh the Almighty and the most Merciful. Because of Alloh's blessings, I, finally could finish my thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis. My appreciation and thanks are due to:

1. my beloved family; my father, my mother, and my sisters (Rina Permata sari and Rizna Ayu Wijayanti) who have given me motivation and support to finish my thesis,
2. my first consultant; Joko Priyana, Ph.D. for giving me advice and guidance to accomplish my thesis,
3. Mrs. Wulan, S.Pd., the English teacher of SMPN 4 Depok Sleman, and the students of Grade VIII at SMPN 4 Depok Sleman for their participation,
4. my best friends; Romli, Imam, Anwar, Handa, Wawan, Topik, Ray, Ian, Aan, for accompanying and supporting me all the time,
5. my classmates (Class M PBI 2006); Sri, Nisa, Mita, Romli, Fiqi, Palupi, Ambar, Shaning, Hiday, Wira, Yuyun, Niken, Risa, Dian, Lila, Nia, Ika, Rina, for every moment we shared together,

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, March 2014

The writer

Rizka Amin Setiawan

## TABLE OF CONTENTS

	Page
<b>TITLE PAGE .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b><i>SURAT PERNYATAAN</i> .....</b>	<b>iv</b>
<b>MOTTOS .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>
<b>ABSTRACT .....</b>	<b>xvii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Identification of the Problems.....	3
C. Limitation of the Problem .....	4
D. Formulation of the Problem .....	5
E. Research Objectives .....	5
F. Significance of the Research .....	5
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Literature Review.....	6

1. English Teaching in Junior High School .....	6
2. Communicative Language Teaching.....	8
a. The characteristics of CLT.....	9
b. The School Based Curriculum .....	11
3. Multimedia .....	12
a. The definition of Multimedia .....	12
b. Components of Multimedia.....	14
c. The Advantages of Using Interactive Multimedia .....	16
d. The Characteristics of Multimedia .....	19
e. The Models of Developing Interactive Multimedia.....	21
4. Listening.....	29
a. The Definition of Listening .....	29
b. Listening Process .....	30
c. Teaching Listening.....	32
B. Conceptual Framework .....	35

### **CHAPTER III RESEARCH METHOD**

A. Type of the Research.....	39
B. Research Subject .....	39
C. Setting .....	40
D. Research Procedures .....	40
1. Planning .....	40
2. Design .....	40
3. Development .....	41
E. Data Collection Technique .....	41
F. Research Instruments .....	42
G. Data Analysis Techniques.....	43

### **CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSION**

A. Research Findings .....	46
----------------------------	----

1. Needs Analysis .....	46
a. The Characteristics of Respondents .....	46
b. The Description of Target Needs .....	47
c. The Description of Learning Needs .....	48
2. The First Draft on the Listening Interactive Multimedia .....	54
a. The flowcharts and Storyboard of Interactive Multimedia .....	54
b. The Listening Interactive Multimedia Design .....	57
3. Alpha Testing .....	82
a. Experts' Judgment.....	82
b. Revision Made .....	86
4. Second Draft of the Listening Interactive Multimedia .....	89
5. The Characteristics of an Appropriate Interactive Multimedia.....	96
a. The Contents .....	96
b. The Components of Interactive Multimedia .....	96
B. Discussion .....	98

## **CHAPTER V CONCLUSION, IMPLICATIONAND SUGGESTIONS**

A. Conclusion .....	102
1. Needs Analysis .....	102
2. The Appropriate Design of Interactive Multimedia.....	103
3. The Characteristics of an Appropriate Interactive Multimedia.....	105
B. Implications .....	106
C. Limitation .....	107
D. Suggestions .....	107
REFERENCES .....	109

## LIST OF TABLES

	<b>Page</b>
Table 1: The Example of Post Listening Activity.....	35
Table 2: The Organization of the Questionnaire for Needs Analysis .....	42
Table 3: The Scoring Conversion .....	45
Table 4: Research Population.....	47
Table 5: Target Needs of Grade VIII Students of SMPN 4depok Sleman .....	47
Table 6: The Learning Needs of Grade VIII Students Of SMPN 4depok .....	48
Table 7: The Learning Needs of Grade VIII Students of SMPN 4 Depok .....	50
Table 8: The Data of Content Aspect.....	82
Table 9: The Data of Language Aspect.....	83
Table 10: The Data of Activity Aspect .....	83
Table 11: The Data of Screen Design Aspect .....	84
Table 12: The Data of Elements of Multimedia Aspect .....	85
Table 13: The Data of Navigation Aspect.....	86
Table 14: The Data of Feedback Aspect.....	86
Table 15: Revisions of the Contents of the Interactive Multimedia .....	87
Table 16: Revisions of the Design of the Interactive Multimedia .....	88

## LIST OF FIGURES

	<b>Page</b>
Figure 1: Communicative Competence Model by Celce Murcia.....	7
Figure 2: ADDIE Model .....	22
Figure 3: The Dick and Carey Design Model .....	23
Figure 4: The Hennifen Pack Design Model.....	24
Figure 5: The Knirk and Gustafson Design model .....	25
Figure 6: Jerold Kemp Design Model.....	26
Figure 7: The Gerlach-Ely Design .....	27
Figure 8: Listen and Speak.....	35
Figure 9: Main Flowchart .....	55
Figure 10: Chapter Flowchart .....	56
Figure 11: Storyboard .....	57
Figure 12: Main menu in screen mode.....	58
Figure 13: Main Menu Page in Navigation Screen Mode.....	58
Figure 14: The developer slide.....	59
Figure 15: How to use .....	59
Figure 16: Chapter 4 A friend in Need is A Friend Indeed.....	60
Figure 17: Practice 1 .....	60



Figure 18: Vocabulary bank.....	61
Figure 19: Vocabulary Mastery .....	61
Figure 20: Language Function .....	62
Figure 21: Practice 4 .....	62
Figure 22: Practice 5 .....	63
Figure 23: Practice 6 .....	63
Figure 24: Practice 7 .....	64
Figure 25: Language Function .....	64
Figure 26: Practice 8 .....	65
Figure 27: Practice 9 .....	65
Figure 28: Practice 10 .....	66
Figure 29: Practice 11 .....	67
Figure 30:Chapter 5.....	67
Figure 31:Lead in Questions .....	67
Figure 32: Practice 1 .....	68
Figure 33:Vocabulary.....	69
Figure 34:Vocabulary.....	69
Figure 35:Speech Act.....	70
Figure 36:Practice 4 .....	70
Figure 37: Practice 5 .....	71
Figure 38: Practice 6 .....	72

Figure 39: Practice 7 .....	72
Figure 40: Practice 8 .....	73
Figure 41: Practice 9 .....	74
Figure 42: Practice 10 .....	74
Figure 43: Practice 11 .....	75
Figure 44: Chapter 6.....	75
Figure 45:Lead in Question.....	76
Figure 46:Vocabulary.....	76
Figure 47: Practice 1 .....	77
Figure 48: Practice 2 .....	77
Figure 49: Practice 3 .....	78
Figure 50: Practice 4 .....	78
Figure 51: .....	
Figure 52: Practice 5 .....	79
Figure 53: Practice 6 .....	80
Figure 54: Practice 7 .....	80
Figure 55: Practice 8 .....	81
Figure 56: Practice 9 .....	81
Figure 57: The Menu Page in the Second Draft.....	89
Figure 58: Glossary (Second Draft) .....	90
Figure 59: Vocabulary (Second Draft).....	91

Figure 60: Practice 2 (Second Draft) .....	91
Figure 62: Practice 5 (Second Draft) .....	92
Figure 63: Vocabulary (Second Draft).....	94
Figure 64: Practice 2 (Second Draft) .....	94
Figure 65: Vocabulary (Second Draft).....	95
Figure 66: Practice 1(Second Draft) .....	95
Figure 67: Practice 4 (Second Draft) .....	95
Figure 68: Practice 5 (Second Draft) .....	95
Figure 69: Practice 6 (Second Draft) .....	95

## **LIST OF APPENDICES**

Appendix A: Draft of the Materials .....	133
Appendix B: The Course Grid .....	134
Appendix C: First Draft of Interactive Multimedia .....	137
Appendix D: Second Draft of Interactive Multimedia.....	139
Appendix E: Instruments .....	163
Appendix F: Letter .....	137

# **DEVELOPING LISTENING INTERACTIVE MULTIMEDIA FOR ENGLISH IN FOCUS FOR GRADE VIII JUNIOR HIGH SCHOOL**

**By**

**Rizka Amin Setiawan**

**06202244125**

## **ABSTRACT**

The objective of this study was to develop appropriate listening interactive multimedia for *English in Focus for Grade VIII Junior High School* at SMPN 4 Depok Sleman.

This study is categorized into research and development (R&D). This study was conducted at SMPN 4 Depok Sleman. The research steps were adopted the model proposed by Allesi and Trolip (2001: 409-413). It consists of planning, design, and development. The data were the quantitative data obtained using questionnaire. The interactive multimedia was revised based on the experts' suggestions.

This unit developed three chapters of the listening interactive multimedia. The first is entitled "*A Friend in need is A Friend indeed*". The second is entitled "*Personal Experience*". The third is entitled "*Share Your Story*". Based on the data, the appropriate listening interactive multimedia for English in focus have four components; the first is listening to the dialogue and text, the second is language function, the third is vocabulary, and the fourth is glossary. The interactive multimedia are considered appropriate as indicated by the questionnaires, the mean score from the content expert was 3.25 and the mean score from the media expert was 3.38. The interactive multimedia that have been developed are integrated into a CD so that it can be used by students to learn listening autonomously.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English as one of the compulsory subjects in junior high school is tested on the National Final Examination. It indicates the importance of learning English. As stated on the Directorate of Junior High School (2006:2) English has different characteristics from other subjects. Those differences are the role of the language as a communication tool. Thus, to teach English as a foreign language, which is also a global language, we should not only teach the components of the language, but also how to use and apply the knowledge of the language in daily communication.

English is one of the foreign languages used to communicate globally. By mastering the language, students are expected to gain more knowledge in their life. Thus, the government had set some objectives of teaching English in junior high school. To achieve those objectives, it is recommended that teachers should improve their teaching skills. One of the ways is by varying their teaching techniques and activities.

The advanced developments of computer technology enhance the teaching and learning process. The great inventions of application software provide teachers with various types of teaching-learning media to support them to create better learning activities.

Learning media are important to help students learning English and help teachers teaching the language. By using learning media, the students will understand the material they learn. It helps them to visualize, know the situation in the text, and get the information easily. By using learning media in the teaching and learning process, the students are expected to be autonomous learner that means they do not rely too much on the teacher as the resource of knowledge.

Based on the government regulation number 19/2005, teaching learning process should involve the applications of ICT (Information Communication Technology). It indicates that the use of applications of ICT (Information Communication Technology) in the school is beneficial towards the teaching learning process. Therefore, the government through the ministry of education and culture has been upgrading the schools with multimedia equipment such as computers and LCD (Liquid Cristal Display) projectors to improve the quality of the education. One of the schools is SMPN 4 Depok. The language laboratory at SMPN 4 Depok has been integrated with personal computer (PC). There are 22 computers and an LCD (Liquid Cristal Display) projector. It is should be enough to organize a class in the audio-visual laboratory.

Based on the preliminary observation at SMPN 4 Depok, some English teachers stated that they use audio tapes, video, and listening script in their listening classes. However, they never conducted it in the language laboratory although the facilities are well provided. They argued that they had limited capability in designing the multimedia software. In contrast, the multimedia

software which are available on the market may not meet the standard competence and the basic competence.

Due to this condition, it is necessary to design interactive multimedia based on the material that qualify with the standard competence and the basic competence which is used in teaching and learning English. One of the materials used is *Buku Sekolah Elektronik* (BSE) entitled *English in Focus for Grade VIII Junior High School*.

### **B. Identification of the Problems**

Based on the preliminary observation at SMPN4 Depok, it was found that some media, like computer were not optimally used yet. They said there were no English instructional media in the language lab. It was because some factors, it can be from the teacher, the material and the learning media.

The English teacher focused her/his teaching listening on the textbook. Listening activities did by the teacher by reading the material on textbook and students answers those questions in the form of check list. Other English teacher did the listening activities by listening audio tape, video, and then the students' answers the question in the form of check list. The teacher only focused on the textbook without trying to apply an interesting activity and learning media. The other problem is the teachers need to be trained to operate the computer at language laboratory regularly. However, the training only conducted in once meeting. It seems that the teacher needs more training to operate the computer and the system which integrated with other computers.



The lack of learning multimedia in the school made the learning became monotonous and not interesting. There were many interactive multimedia softwares in the other sources, but those multimedia are not suitable with the standard competence and the basic competence for junior high school. There need to design the interactive multimedia which based on standard competence and basic competence.

English have four major skills they are listening, speaking, reading, and writing. Those skills are closely related to each others. In teaching those skills, the teachers need learning media. The availability of computer in language lab is useful as media in teaching English. Computer can be used for learning listening, speaking, reading, and writing. In the listening teaching learning process, the students can learn through computer program, video, and mp3. In the speaking teaching learning process, the students can learn language function, expression, and situational pictures in the text through interactive program then practices it with their friends. In the reading teaching learning process, the students can learn text, answer the question in the text, and get feedback through interactive multimedia. In writing teaching learning process, the students can learn grammar, writing a simple text, and the teacher can give them feedback. Unfortunately, there is no English learning material which is presented in interactive multimedia.

### **C. Limitation of the Problem**

This research focuses on Developing Listening Interactive Multimedia for English in Focus for Grade VIII Junior High School.

#### **D. Formulation of the Problem**

Based on the limitation of the problem, the problems of the research are for:

1. What are the needs of the grade eight students of SMPN 4 in learning English through interactive multimedia?
2. What is the appropriate interactive listening multimedia for grade eight students at SMPN 4 Depok?

#### **E. Research Objectives**

Based on the formulation of the problem, the objectives of this research are:

1. to identify the target and learning needs of grade eight students in learning English through interactive multimedia, and
2. to develop appropriate listening Interactive Multimedia for grade eight students of junior high school at SMPN 4 Depok.

#### **F. Significance of the Research**

The research is expected to give a valuable contribution to the following parties:

1. the students of English department who wish to develop an interactive English learning multimedia to learn listening , the result of this research study can be a reference as to what an interactive multimedia is like and,
2. the English junior high school teacher who are to teach listening, the interactive multimedia developed in this research can be used to teach listening.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

The main objective of this research study is to develop a listening interactive multimedia for grade eight students of junior high school. Media as a communicative tool can help the students to learn easily. By combining the technology and language learning, the teaching learning is expected to be more fun and effective. Therefore, the theories of teaching English in Junior High School, communicative language teaching ,instructional media, media development, and listening will be explained in this chapter before conceptual framework drawn.

#### **A. Literature Review**

##### **1. English Teaching in the Junior High School**

English as one of the compulsory subjects in junior high school is tested on National Exam. It indicates that English has important role in teaching learning process. As stated on Directorate of Junior High School (2006:2) English has difference characteristics from other subjects. Those differences are the role of the language as a communication tool. It indicates that learning English is not only focus on vocabulary and grammar, but also to use and apply that knowledge in daily communication.

Based on the standard of content stated in the BSNP (2006) the aim of teaching English in junior high school is to develop students' communicative competence in both spoken and written English to achieve functional literacy level. The school-based curriculum (SBC) that used in the school adopts the model of communicative competence suggested by Celce-Murcia. The communicative competence model is described as follows:

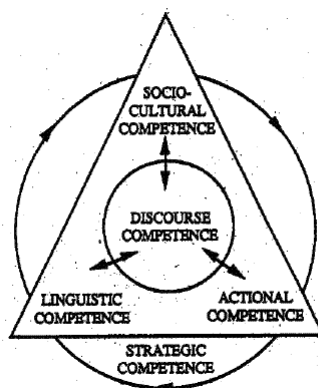


Figure 1: **Communicative Competence Model by Celce-Murcia**

From the figure above, the main competence is discourse competence the other competences are supporting competence; sociocultural competence, actional competence, linguistics competence and strategic competence. As stated on standard of content of junior high school (2006: 277) discourse competence means the competence in understanding and producing written and spoken text in the form of four skills, listening, speaking, reading and writing. Those skills are used to respond to and use discourse in the daily life communication. For that reason English is aimed

to develop those skills as a result the graduates are expected to be able to communicate and use discourse in English in functional literacy level.

The school based curriculum which is used in Indonesia has the same goals with CLT (Communicative Language Teaching). It means CLT is appropriate to be applied in the teaching and learning English in junior high school. According to Richard (2005:2) CLT as a sets as its goals the teaching of communicative competence. CLT emphasizes the use of English for real communication rather than theory or demonstration.

## **2. Communicative Language Teaching**

As stated before, CLT as one of the languages theory that focus on real communication which is used in daily life rather than theory or ideal condition has the same goals with the school based curriculum and CLT is the way to achieve those goals.

Nunan (2004: 8) defines communicative language teaching as a theory of language teaching that focuses on the learner. The purpose of CLT is to encourage the development of functional language ability through learner participation in communicative events.

According to Richards, (2005:1) communicative language teaching is a set of principles about the goal of language teaching, how learners learn language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. He stated that the goal of CLT is to make students

communicatively competence. The communicative competence is related to grammatical competence. He stated that grammatical competence is knowledge that we have about language that accounts for our ability to produce sentences in a language.

#### **a. The characteristics of CLT**

In this part present the aspects of language knowledge in communicative competence and characteristics of CLT.

##### **1) Aspects of Language Knowledge in Communicative Competence**

Richards (2005: 2) stated that communicative competence includes the following aspects of language knowledge, they are.

- a) Knowing how to use language for a range of different purposes and functions
- b) Knowing how to vary our use of language according to the setting and the participants
- c) Knowing how to produce and understand different types of types of texts
- d) Knowing how to maintain communication despite having limitations in one's language knowledge

##### **2) The Characteristics of Communicative Language Teaching**

The following the characteristics of CLT as proposed by Brown (2001: 43):

- a) Classrooms goals focus on all of the components (grammatical discourse, functional, sociolinguistics, and strategic) of communicative competence.

Goals therefore must intertwine the organizational aspects of language with pragmatic.

- b) Organizational language forms are not the central focus, but rather aspect of language that enables the learners to accomplish those purpose.
- c) Fluency takes on more important than accuracy in order to keep learners meaningfully engaged in language use.
- d) Students in communicative class ultimately have to use the language productively and receptively. Classroom tasks must equip students with the skills necessary for communication.
- e) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- f) The role of teacher is that of the facilitator and guide, not an all-knowing best over of knowledge.

The curriculum which is used in Indonesia is School Based Curriculum/ SBC. In this curriculum, every school is given an opportunity to develop and manage the curriculum based on its condition and aspiration.

According to BSNP (Badan Standar Nasional Pendidikan) a curriculum is a set of plans and arrangements which contain aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (Standar Isi, 2006:46)

The school based-Based Curriculum is developed according to its relevance by each school under the coordination and supervision of the Ministry of National Education. The development itself is based on Standar Isi and also refer to the curriculum guidance arranged by BSNP.

#### **b. The School-Based Curriculum**

##### **The School-Based Curriculum is Developed Based on the Following Principles**

(*Standar Isi*, 2006: 4-5):

- 1) Curriculum focuses on the potential, development, needs, and necessity of the students and their environment.

The curriculum is developed according to the students as the central position in teaching and learning process.

- 2) Curriculum is various and unity

The curriculum is developed by paying attention at students' characteristics, the condition of a region, and levels of education. A curriculum covers the substances of compulsory subjects, local subjects, and self-development.

- 3) Curriculum follows the development of knowledge, technology, and arts.

The curriculum is developed by regarding the development of knowledge, technology, and arts. Students have to use the development of knowledge, technology, and arts dynamically for supporting their study.

- 4) Curriculum is relevant to the students' needs.



Developing curriculum always involves the stakeholders of every level in educational field. They can contribute to the developing of the curriculum in synchronizing the content of curriculum with the social life of society. It also includes the development of personality skill, thinking skill, social skill, academic skill, and vocational skill.

- 5) Curriculum must be comprehensive and continuous.

The substances of curriculum must cover all competence in subjects which have been planned and served continuously in all levels of educational fields.

- 6) Curriculum aims at making students to learn everything in their whole life.

Curriculum reflects the relevance of formal, non-formal, and informal elements by paying attention to the development of human resources and the social environment.

- 7) Curriculum must be balance on either national interest or regional interest.

Both the national interest and regional interest must be connected each other to achieve the main goal of education.

### **3. Multimedia**

#### **a. Definition of Multimedia**

According to Mayer (2008: 3) multimedia means the presentation of the material using words and pictures. By words mean the material is delivered in verbal form, such as using printed or spoken text. Through pictures mean the material is

delivered into pictorial form, such as using static graphics, including illustrations, graphs photos or maps, or using dynamic graphics, including animation or video.

Based on Roblyer in Mishra and Sharma (2005) multimedia means multiple media or combination of media. The media is the combination of graphics and photographs, sound, motion video, animation and/or text items in product whose propose to communicate in various ways. In line with Roblayer, Phillips (1997) in Mishra and Sharma (2005: 8) states multimedia is the combination of text, pictures, sound, animation and video into coherent program.

Fenrich (1997) in Mishra and Sharma (2005: 2) add definition of multimedia, he states that multimedia is the combination of computer hardware and software that allows user to integrate video, animation, audio, graphics, and test resources to develop effective presentations on a desktop computer.

Roblyer in Mishra (2003: 18) state that multimedia is a computer system or computer product that incorporates text, sound, pictures/graphics, and/or audio. They added that the multimedia implies the purpose of communicating information. Mishra and Sharma (2005: 18) define multimedia as the availability of various audio and video elements in teaching and training materials which are delivered by computer and involve the internet in some way.

The interactive multimedia refers to the instructional situation in which the students can review the material on their own. Reddi (2003) in Mishra and Sharma (2005: 8). In line with it they can choose the materials based on their interests, needs,

and cognitive process. Multimedia is a combination of text, graphic art, sound, animation, and video elements. When you allow an end user, i.e. the viewer of a multimedia project, to control 'what' and 'when' and 'how' of the elements that are delivered and presented, it becomes interactive multimedia. Extending this definition, Park (1994) defines interactive multimedia as any tool that gives control which allows the user to customized information rather than computer.

Phillips (1997) in Mishra and Sharma (2005: 8) states interactive multimedia as presence of text, pictures, sound, animation and video which are organized into some coherent program in the form of computer software which allow user to control it by using computer. Vaughan in Mishra and Sharma (2005: 76) defines interactive multimedia refers to a Web based interactive computer application that includes various combination of text, sounds, image, audio, video, and graphics that allows both the teacher and the students to control the content flow of information.

Form those definitions we can conclude that interactive multimedia is a combination of various text, audio, video, graphics and animation whose purpose is to communicate in the form of computer application which allows user to control the content flow of information.

#### **b. Components of Multimedia**

There are some components in multimedia (Mishra, 2005: 43). Those components are described as follows;

##### **1) Text**

In multimedia text is mostly often used for titles, headlines, menus, navigation, and content. Overcapacity of text in multimedia should be avoided. It is recommended that text should be presented with graphics.

Text is used to communicate a concept or an idea. In multimedia, text is used for titles, headlines, menus, navigation, and content.

Fonts, common font styles are bold and italic. Font sizes are expressed in points. A point is approximately  $\frac{1}{72}$  of inch.

## **2) Audio**

Audio is of three types -- Narration or Voice Over (VO), Music (M) and sound effects (SFX). In this card, you have to specify the types of audio to be used. As you can have two audio channels in one shot, it is important that you specify both audio channels. If required, use two cards for audio. Specify the kinds of music you want and the kind of sound effects required. If you have voice over, prepare the script of the voice and write it on the card.

## **3) Video**

Video in multimedia is a useful communication tool for presentation. It is capturing real world events and illustrates ideas and concepts. Video files need enormous space and so there are two choices recommend:

- 1) Use very short video clips (not exceeding a minute or two)
- 2) Use highly compressed video files like MPEG. AVI files that can be transformed to MPEG files.

#### **4) Graphic**

Graphic is the most commonly used element of multimedia. The interactivity of multimedia and the effective communication are through graphic presentation. The attributes of colour, texture, pattern and animation enrich a multimedia presentation.

Types of graphics: The two approaches in designing graphics are: a) Raster graphic, and b) Vector graphics. Raster graphics, commonly known as bitmap images are based on a grid of pixels, vector graphic based on mathematical formulas. Bitmap images are associated with 'paint' or 'photo'. Vector graphic occupy lesser memory and are easily 'scalable' example; there is no loss of resolution when the image size is changed. Vector graphics are associated with drawing or illustration.

#### **5) Animation**

Animation is one of the characteristics of multimedia. Animation is designed as a model of movement created by displaying a series of pictures or frames. Animation is used to visualize the object. It also adds the dimension of time to graphics.

#### **c. The advantages of Using Interactive Multimedia in the teaching Learning Process**

According to Khoo (1994): there are some advantages that can be achieved by applying multimedia in the classroom, they are:

- 1) Reduced learning time

The students allow controlling the pace and the content of the program. The students can get the feedback and skip the material which is not necessary for them.

2) Reduced cost

The costs of interactive multimedia lie in the design and production. When the same program is used by more students, the cost per student is reduced.

3) Instructional Consistency and fairness

Instructional quality and quantity are not compromised as technology based interactive instruction is consistent and reliable.

4) Increased Retention

The interactive approach provides a strong learning reinforcement and therefore boosts content retention over time.

5) Mastery of Learning

A good multimedia helps the students to achieve mastery learning.

6) Increased motivation

Immediate feedback and personal control over the content provided by an interactive multimedia system has proven to be highly motivating to learners.

7) More interactive learning

Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept instruction.

8) Increased safety

Interactive multimedia and the simulations they provide, allow the safe study of dangerous phenomena such as dangerous scientific experiments on harmful substances or natural disasters like volcanic eruptions or earthquakes by the learners.

9) Privacy/ accommodate individual learning styles

The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.

10) Flexibility

The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through an interactive program and to choose what and how much information we want and when we want it.

The developments of computer hardware and software in educational applications have provided a rapidly growing resource for language classroom. In line with Khoo, Waeschauer and Healy in Brown (2001: 145) offered the advantages of using computer component in language instruction:

- a) multimodal with feedback
- b) individualization in large class
- c) pair and small-group work on projects, either collaboratively or competitively
- d) the fun factor
- e) variety in resources available and learning styles used

- f) exploratory learning with large amount of language data
- g) real life skill-building in computer use.

Brown (2000) adds that a computer programs can enhance the process of learning foreign language and offer lexical and grammatical information at predicted points of difficulty. Brown also argues that soon or letters the students who study about language will apply computer based to check their answer, it will be corrected electronically.

#### **d. The Characteristics of Multimedia**

According to Stemler in Roblyer (2010: 172), there are some characteristics of multimedia that could have an impact on the potential effectiveness of the systems: instructional design, screen design, interaction and feedback, navigation, learner control, color, graphics, animation, audio, and video.

##### **1) Instructional design.**

Stemler recommended that developers analyze each element in a multimedia product.

##### **2) Screen design.**

Well designed screens focus learner's attention, develop and maintain interest, promote processing of information, promote engagement between learner and content, help students find and organize information, and support easy navigation through lesson.

##### **3) Interaction and feedback.**



Keep feedback on the same screen with the question and student response, and provide immediate feedback. Verify correct answers, and give hints and another try for incorrect answers. Tailor feedback to the response, and provide encouraging feedback; but do not make it more entertaining for students to provide wrong answers than to provide correct ones. If possible, provide students with the option to print out feedback.

4) **Navigation.**

Support navigation with orientation cues, clearly define procedures, clearly labeled back and-forward buttons, and help segments. According to Mishra (2003: 46) navigation is a mechanism through which a multimedia program moves from one scene to another.

5) **Learner control.**

In general, provide older and more capable students with more control over the sequence of instructional tasks; younger or beginner learner should have a more guided sequence.

6) **Colour.**

Use colour sparingly, and employ it primarily for cueing and highlighting certain elements to bring them to the learner's attention. Use a consistent color schema throughout to promote ease of use.

7) **Graphics.**

Use graphic as well as text to present information that serves students who prefer one kind of presentation over the other. Use graphics sparingly for other purpose (to entertain or amuse) ; in other words don not use graphics for the sake of using graphics.

8) **Animation.**

Use animation sparingly and only to present dynamic process or to highlight key information.

9) **Audio.**

Use audio for short presentation of program content, but do not let it compare with video presentation. Do not require long readings on each screen. Separe material into chunks on each several screens.

10) **Video.**

Use video sequences for broader, abstract material and for advance organizers rather than for presenting detailed information.

**e. The Models of Developing Interactive Multimedia**

1) The Models of Developing Interactive Multimedia according to Taylor

According to Taylor (2004), there are some models of instructional media development. They are ADDIE, Dick and Carey , Hannifen and Peck, Knirk and Gustafson, Jerrold Kemp, and Gerlach & Ely to name a few. Those models are as follows:

a) ADDIE Model

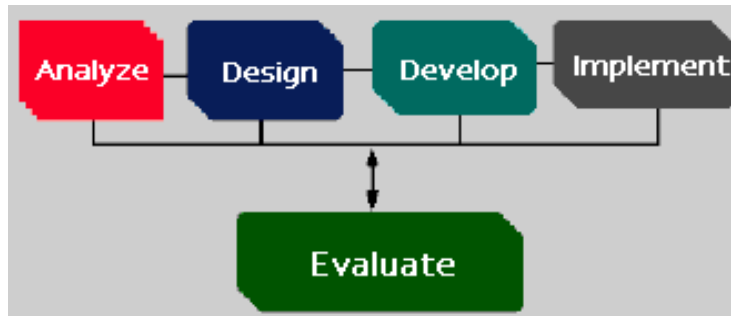


Figure2: **ADDIE Model**

The first is ADDIE model, the procedures these models are:

The first is Analyze, analysis is the phase where the problem is identified, defined and solutions posed. In the context of simulation, the purpose of this phase is to determine what the learner or participant must know or do in the clinical setting.

The second is design. The design phase uses the information gained from analysis and allows for a plan or strategy to take place. The purpose of this phase is to define the information from which the instruction is developed. In other words what do we want the participant accomplish during their time in the simulator room.

The third is development. The development expands upon the analysis and design stages. It is during this phase that the lesson plans and lesson materials are generated. It is here that the methods of instruction including all media which will be used are chosen. Any supporting documentation required is also generated. Media used may include high or low fidelity patient simulators, part task trainers software packages used for computer based instruction, audio visual media such as videos, scenarios and educational material used for handouts, training or facilitator guides.

The fourth is implementation. The Implementation is the actual delivery of the instruction to the learners. It is during this phase that effective and efficient delivery of the material must support the learning outcomes and promote the transfer of knowledge and associated skills to the learner or participant.

The final phase of the ADDIE involves evaluation. Evaluation measures the efficiency, effectiveness, value and worth of the instruction. Evaluation must also occur during the instructional design process, as well as following the implementation phase.

b) The Dick and Carey Design Model

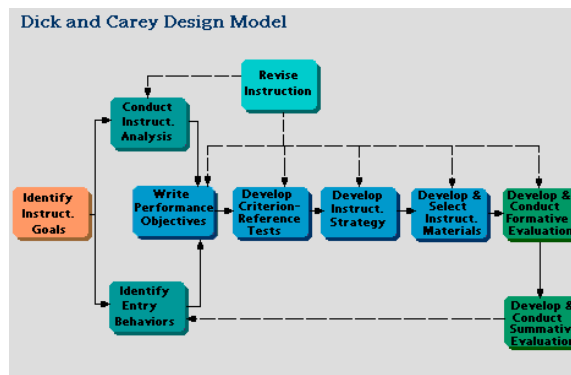


Figure 3: The Dick and Carey Design Model

Dick and Carey Model involve all of the phases described previously in the ADDIE model, commencing identification of instructional goals and finishes with summative evaluation. This model is suitable for a variety of context areas including primary and secondary schools as well as business and government uses. It is also

applicable for a variety of users ranging from beginner to expert, as the step by step descriptions aid with progress through the mode

c) The Hannifen Peck Design Model

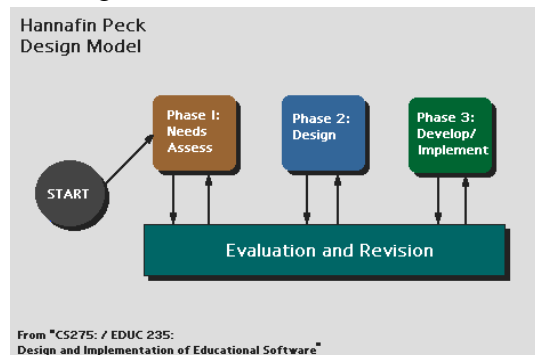


Figure 4: **The Hannifen Peck Design Model**

The Hannifen Peck Design Model differs from that of the Dick and Carey model in that it uses a three phase approach. Phase one involves a needs assessment being performed. This is followed by a design phase, and phase three where the development and implementation of the instruction are performed. All phases include a process of evaluation.

This is suitable for simulation. The needs analysis defines the goals and objectives of the program. The design of the program is based upon the findings from the needs analysis. The development part of stage three involves how the program will be undertaken and implementation is the actual running of the program. Evaluation and revision are a continual process. This model is one that can be used by an experienced or beginning instructional designer.

d) The Knirk and Gustafson Design Model

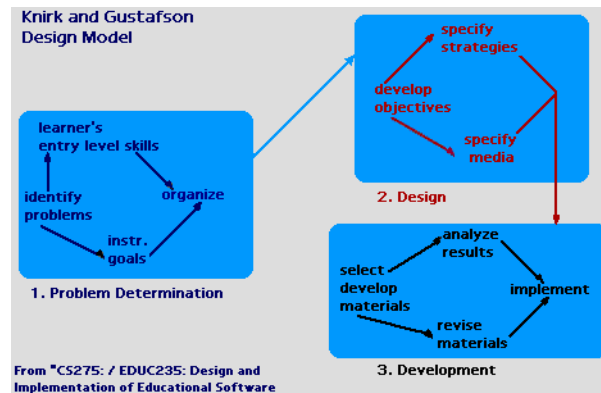


Figure 5: The Knirk and Gustafson Design model

The Knirk and Gustafson Design model [3] is a three stage process which involves problem determination, design and development. Problem determination involves the identification of a problem and the setting of goals. Development of objectives and strategy specifications are included in the design stage. Development is where the materials are developed.

This model differs from the three stages Hannifin and Peck model in that there are individual processes or steps involved with each stage. This model is also good for simulation use, in particular that of scenario development as the stages lend themselves to that of software development. Again it is a model which can be used by novices or expert designers.

e) Jerold Kemp Design Model

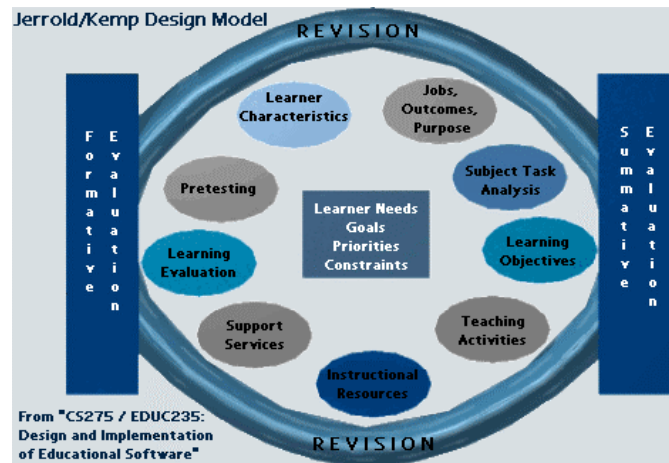


Figure 6: **Jerrold Kemp Design Model**

The fifth model discussed here is the Jerrold Kemp Model. This model takes an holistic approach to instructional design which focuses on analogies and discovery type learning. Kemp utilizes all factors in the learning environment including subject analysis, the learners characteristics earning objectives teaching activities, recourses which will be utilized, support services requires as well as evaluation. This model allows for constant revision to occur.

f) The Gerlach-Ely Design Model

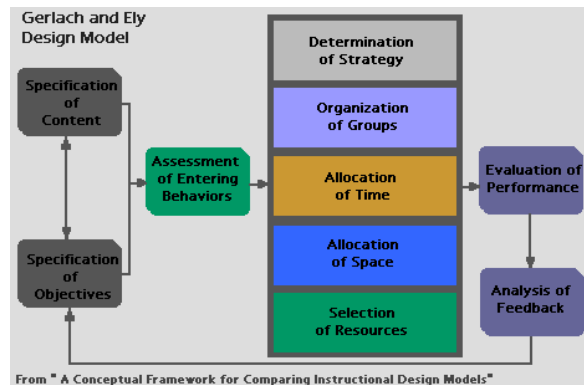


Figure 7: **The Gerlach-Ely Design Model**

The Gerlach-Ely Design Model is a prescriptive model that is well suited to primary, secondary and higher education sectors. The model includes strategies for selecting and including multimedia during instruction. It is a model that is suitable for beginning instructional designers who have subject matter and expertise in a context specific area. It is prescriptive in the way that it outlines how a learning environment can be changed.

Because it is a procedural model, it is suited to simulation as it allows for focus on examples and practice to occur. This may be the way in which part task trainers are utilized within the instruction. It is also suited to small scale nodular type instruction which is also suited to the simulation environment.

## 2) **Alessi and Trollip's Model**

Alessi and Trollip (2001:40, 409-412) proposed a model to develop a multimedia project. The model consists of three phases, i.e. planning, design, and development.



**a) Planning**

The first step of this phase was defining area of development and then determining the school. After that, conducting needs analysis to get the data about learners' characteristics and the learning materials which would be presented in the interactive multimedia.

**b) Design**

The next phase is design. The data obtained in the planning phase were used to design the interactive multimedia. The steps in this phase included:

- 1) developing initial content: the order, the length, and the number of materials,
- 2) analyzing task and content,
- 3) preparing script which will be used in the elements of multimedia,

**c) Development**

The last phase is development. In this phase, the materials which have been designed and prepared in the previous phases were developed into the interactive multimedia. The steps in this phase included:

- 1) preparing and importing the text into the interactive multimedia;
- 2) creating the graphics which are used to support the materials presentation, such as pictures and animation;
- 3) producing audio and video to facilitate the language materials particularly listening skill (for this study, the researcher did not use video element);

- 4) preparing supporting materials which are relevant;
- 5) assembling pieces into one piece;
- 6) conducting an alpha test: the media are consulted to the media expert and also the material expert;
- 7) making revisions based on the result of evaluation done by the media and material experts;

#### **4. Listening**

##### **a. The Definition of Listening**

As stated before that CLT is appropriate to be used in the teaching learning process in the classroom. According to Wilson (2008:20) Listening in CLT has a communicative purpose in that students are expected to use the information they hear, just as we do when we listen outside the classroom.

Spratt (2005:30) states listening is receptive skill; it involves making sense of the meaningful sounds of language. The listeners do this by using context and our knowledge of language and world. Based on Helgesen and Brown (2007: 3) listening is something that we do everyday. When one listening in a second or foreign language, we can see more easily how complex listening really is. There are some definitions of listening quoted in Helgesen (2007: 3) :

- 1) Listening is an active, purposeful processing of making sense of what we hear (Helgesen, 2003, p.24).

- 2) Listening is mental process of constructing meaning from spoken input (Rost, 2002, p.279).
- 3) Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and topic (Richard and Schmidt, 2002:..313).
- 4) Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express (Rubin, 1995: 7).

## **5. Listening Process**

### **1) Bottom – up processing**

Richards (2008: 4) stated bottom-up processing is the use of input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, clauses, sentences, text – until meaning is derived. Comprehension is viewed as a process of decoding. In line with Richards, Helgensen (2007: 6) states bottom up processing is trying to make sense of what we hear by focusing on the different parts: of the vocabulary, the grammar or functional phrases, sounds, and vocabulary.

## 2) Top - down processing

Richards (2010: 7) stated top-down processing is the use of background knowledge in understanding the meaning of a message. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “scripts” plans about the overall structure of events and the relationship between them. Based on Helgensen (2007: 6) Top-down processing starts with background knowledge called schema. This can be content schema (general knowledge based on life experience and previous learning) or textual schema (general knowledge of language and content used in a particular situation; transactional/ language used for getting information or interpersonal communication /language used for socializing with others)

Buck (2001: 104) in Richard (2010: 11) identifies two kinds of strategies in listening:

- a) Cognitive strategies : Mental activities related to comprehending and storing input in working memory or long – term memory for later retrieval
  - Comprehension process: Associated with the processing of linguistic and nonlinguistic input.
  - Storing and memory process: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.
  - Using and retrieval process: Associated with accessing memory, to be readied for input.

b) Metacognitive strategies : Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

- Assessing the situation: Taking stock of condition surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.
- Monitoring determining the effectiveness of one's own or another's performance while engaged in a task.
- Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity.
- Self-testing: Testing oneself to determine the effectiveness of one's own language or the lack thereof.

## **6. Teaching Listening**

According Wilson (2008: 60), listening sequences should usually be divided into three parts: pre-listening, while-listening, and post-listening.

### **1) The pre-listening**

The pre-listening stages described below help our students to prepare for what they are going to hear, and this gives them a greater chance of success in any given task. The first stage of pre-listening usually involves activating schemata in order to help students to predict the content of the listening passage. The second stage is setting up a reason to listen. Maybe

there is an information gap that needs to be filled or an opinion gap or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

- a) The example of pre listening activities proposed by willson,

Lexis: daily activities

- a. Work with a partner. Complete the table by matching the verbs (watch,do,have,go,listen to) with the nouns to make ten different daily activities.

a) Do	b) _____	c)_____	d)_____
e)_____			
The washing up	to the park	a cup of tea	the radio
television			
The ironing	for a walk	lunch with friends	the birds singing
films and sport			

- b. You are going to listen to eight people (1-8) saying what they do when they want to relax. Check your answers to 1.

## 2) While-listening

The students hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in detail. They check their answer in pairs or groups. This is to give them confidence and to open up any areas of doubt. Then, they listen second time, either in order to check or to answer more details questions. It is important that the students should be required to do different tasks every time they listen.

The example of post listening activity

- Times, dates, numbers

Many listening passage are full of times, dates, and numbers. We can ask our students to note them down, also making a note of their significance. A real-life application of this exercise is writing down a phone number or address.

- Spot the difference

The students look at a picture and listen to description of it. The oral description contains a number of differences from the picture. The students listen for these differences, and mark them on the page.

### 3) Post –listening

The whole class check answer, discusses difficult such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups.

The example of post listening activity

Listen and speaking

1. Listen to three people talking about someone who they fell out with. Match the speakers 1-3 to the photos A-C below.



Figure 8: Listen and speak

b. Listen again and complete the notes.

Speaker	1	2	3
Who do they talk about?		Ramina – best friend	
How long have they known/did they know each other?			1 year
Why/When did they fall out?			
How is their relationship now?			

Table 1: The Example of Post Listening Activity

c. Check your answers with a partner.

### c. Conceptual Framework

The aim of this research study is to develop listening interactive multimedia. In the background of the problem the researcher mentions some problems related to this study. The availability of computer in the language laboratory which is not



optimally used by the teacher is one of the problems. Another problem is there are some interactive multimedia, but those multimedia might not be based on SKKD. For that reason the researcher is interested to develop listening interactive multimedia.

In this research, interactive multimedia means a combination of text, graphic, animation, audio, and video in one program whose propose is to communicate or deliver the information to the user. This multimedia product let the user to navigate and control the program, so the user is an active. They can learn by themselves.

There are five components in the interactive multimedia, namely text, graphic, audio, video, and animation. Text is used to communicate a concept or an idea. In multimedia, text is used for titles, headlines, menus, navigation, and content. Graphic is the most commonly used element of multimedia. The interactivity of multimedia and the effective communication are through graphic presentation. The attributes of colour, texture, pattern and animation enrich a multimedia presentation. Audio is sounds elements in a program. These elements include recorded narration, music, and sound effects, like telephone dial tone. Audio can enhance students' learning as well as add realism, excitement, and motivation to the program. Video in multimedia is a useful communication tool for presentation. It is capturing real world events and illustrates ideas and concepts. Animations are graphic file that include movement. Animation is used to visualize the object.

The research was conducted using a procedure which was adopted from the multimedia development model proposed by Alessi and Trollip (2001:40, 409-412).

The model consists of three phases: planning, design, and development. The details of each phase were explained as follows.

### **1. Planning**

The first step of this phase was defining area of development and then determining the school. After that, the researcher conducted needs analysis to get the data about learners' characteristics and the learning materials which would be presented in the interactive multimedia.

### **2. Design**

The next phase is design. The data obtained in the planning phase were used to design the interactive multimedia. The steps in this phase included:

- 4) developing initial content: the order, the length, and the number of materials,
- 5) analyzing task and content,
- 6) preparing script which will be used in the elements of multimedia,

### **3. Development**

The last phase is development. In this phase, the materials which have been designed and prepared in the previous phases were developed into the interactive multimedia. The steps in this phase included:

- 8) preparing and importing the text into the interactive multimedia;
- 9) creating the graphics which were used to support the materials presentation, such as pictures and animation;

- 10) producing audio and video to facilitate the language materials particularly listening skill (for this study, the researcher did not use video element);
- 11) preparing supporting materials which were relevant;
- 12) assembling pieces into one piece;
- 13) conducting an alpha test: the media were consulted to the media expert and also the material expert;
- 14) making revisions based on the result of evaluation done by the media and material experts;

## **Chapter III**

### **Research Method**

Chapter II has reviewed theories relevant to this study, which mainly aimed at developing listening interactive multimedia for grade eight students of junior high school. This chapter presents the research method used in conducting the research. Type of the research, research subjects, setting, research procedure, data collection technique, research instruments, and data analysis technique are elaborated.

#### **A. Type of the Research**

The goal of this research study is to develop listening interactive multimedia. This research study is categorized into educational Research and Development (R&D). Borg and Gall (1983:772) define R & D as a process used to develop and validate educational products. Educational product refers to not only material objects, such as text books, instructional films, and soon, but is also intended refer to established procedures, and processes, such as a method of teaching or a method for organizing instruction. They also add that the processes are usually related to the product being developed, developing the product based on these findings, field testing it in the setting where it will be used in the end, revising to the correct the deficiencies found in the field testing stages.

#### **B. Research Subjects**

The subjects of the research study were the 35 students of eighth grade of SMPN 4 Depok Yogyakarta. The grade eight of SMPN 4 Depok consists of 8

classes. The needs analysis was conducted to get the data about learners' characteristics and the learning materials which would be presented in the interactive multimedia.

### **C. Setting**

The research was conducted at SMPN 4 Depok, Sleman, Yogyakarta. The school is located in Sleman District, regency of Yogyakarta Special Territory.

### **D. Research Procedure**

The research was conducted using a procedure which was adopted from the multimedia development model proposed by Alessi and Trollip (2001:40, 409-412). The model consists of three phases: planning, design, and development. The details of each phase were explained as follows.

#### **1. Planning**

In this phase, the researcher prepared everything needed include defining the area of development, identifying learners' characteristics, producing a style manual, collecting and sorting out the materials which would be used. The first step of this phase was defining area of development and then determining the school. After that, the researcher conducted needs analysis to get the data about learners' characteristics and the learning materials which would be presented in the interactive multimedia.

#### **2. Design**

The next phase is design. The data obtained in the planning phase were used to design the interactive multimedia. The steps in this phase included:

- 1) developing initial content: the order, the length, and the number of materials,
- 2) analyzing task and content,
- 3) preparing script which will be used in the elements of multimedia,

### **3. Development**

The last phase is development. In this phase, the materials which have been designed and prepared in the previous phases were developed into the interactive multimedia. The steps in this phase included:

- 1) preparing and importing the text into the interactive multimedia;
- 2) creating the graphics which were used to support the materials presentation, such as pictures and animation;
- 3) producing audio and video to facilitate the language materials particularly listening skill
- 4) preparing supporting materials which were relevant;
- 5) assembling pieces into one piece;
- 6) conducting an alpha test: the media were consulted to the media expert and also the material expert;
- 7) making revisions based on the result of evaluation done by the media and material experts;

### **E. Data Collection Technique**

The data were collected through questionnaires and observation. The questionnaires were given in two separated times. The first questionnaire was used to collect the students' need analysis. The type of the first questionnaire was

multiple choices and the students were asked to choose one or more options from several provided options. In addition, they were allowed to give other answers related to the questions.

The second questionnaire was used to get opinions and suggestions from the media expert and content expert about the English interactive learning media. In the second questionnaire the Likert scales were used to collect the data. Here, the respondents were asked to respond whether they Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to the statements in the second questionnaire.

#### F. Research Instruments

The questionnaires were used as research instruments. As stated in the previous part, the questionnaires were used in the needs analysis and in the evaluation of developed interactive multimedia. The following table presented the organization of the questionnaire used in the needs analysis stage.

**Table 2: The Organization of the Questionnaire for Needs Analysis**

No.	Questions number	The purpose of the questions
1.	1	To find the information related to students' difficulties when listen.
2.	13	To find kinds of listening activities that the students like.
3.	14,15	To find the information about the input that the students want/need
4.	11	To find out the students' opinion about instrumental songs in listening interactive multimedia.
5.	20,21,22	To find some information about students' listening topic/materials preference.
6.	5,6,7,8,9,10,12	To find out some information about students' opinion related to multimedia elements that will be used in listening interactive multimedia.
7.	16	To find some information related to pre-listening activities.

8.	17	To find the information related to while-listening activities.
9	18	To find the information related to post-listening activities.
10	2,3,4	To find out students' opinion about interesting listening material.
11	19	To find the information about students' opinion about the function of learning listening using computer-based interactive multimedia.

### G. Data Analysis Technique

This research used the quantitative data. The quantitative data were collected from the questionnaires. The data from the questionnaires were obtained by using scoring scale to find out the effectiveness of the interactive multimedia. The responses were categorized into four scales based on *Likert's* scales, namely strongly agree, agree, disagree, and strongly disagree.

The data obtained were analyzed to get a conclusion whether the interactive multimedia was effective or not. In order to make the above quantitative data easier to read, those data were converted into the interval of mean values on a scale of 1 to 4 using the range of the factual score. Suharto (2008: 15-16) states that the range of score can be used to create score conversion by dividing the range with the objected categories as follows.

$$\frac{Xh - Xl}{4} = i$$

$i$ =Interval

$Xh$  = The Highest Score

$Xl$  = The Lowest Score

4 = The Category Quantity



The average score of a statement could be found by summing up all scores of the statement then dividing them with the amount of item/score who responded to the questionnaires. The following was the formula used.

$$\bar{X} = \frac{\Sigma X}{n}$$

Note:

$\bar{X}$  = the average score

$\Sigma X$  = the total score

$n$  = the number of item / score

According to Suharto (2008: 15-16), the score conversion can be made by using the score range. The score range could be found by dividing the difference between the highest score and the lowest score with the highest score. Based on the data collection in table 11, the highest score was 4 and the lowest score was 2.

$$Xh - Xl = R$$

$$4 - 2 = 2$$

$R$  = Range

$Xh$  = The Highest Score

$Xl$  = The Lowest Score

There were four categories of the scoring i.e. very good, good, fair, and poor. Before making the scoring conversion, the class interval can be found by dividing the range with the quantity of the categories. Thus, the computation of the class interval is as follows.

$$\frac{Xh - Xl}{4} = i$$

$$\frac{4 - 2}{4} = 0,5$$

$i$ =Interval

$Xh$  = The Highest Score

$Xl$  = The Lowest Score

$4$  = The Category Quantity

Based on the computation, the class interval was 0, 5. The class interval then was used to make ranges of score of each category. The following is the scoring conversion based on the previous computation.

Table 3: **The Scoring Conversion**

Scales	Range	Category
1	$2.0 \leq X \leq 2.5$	Poor
2	$2.5 \leq X < 3.0$	Fair
3	$3.0 \leq X < 3.5$	Good
4	$3.5 \leq X \leq 4.0$	Very good

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and the discussion of the research study. They are the results of the needs analysis, the first draft of the listening interactive multimedia, the evaluation by the experts judgement, and the second draft of the listening interactive multimedia.

#### **A. Research Findings**

##### **1. Needs Analysis**

As mentioned in Chapter 3, the interactive multimedia was developed by following the model proposed by Alessi and Trollip (2001: 409-413). The model consists of three phases: planning, design, and development. The needs analysis was included in planning phase. The data of the needs analysis were gathered from the first questionnaire. This part presents the data obtained in the needs analysis. It includes the description of the students, target needs, and learning needs in the learning listening through interactive multimedia.

##### **a. The Characteristics of Respondents**

There were 35 respondents who filled in the questionnaires. They were students in class VIII-B of SMP N 4 Depok Sleman. Grade VIII totally consists of 415 students. They were divided into 12 classes: VIII A-VIII L.

Table 4: **Research Population**

Students	Sex		Age
	Male	Female	
35 students	16	19	14

**b. The description of the Target Needs**

Table 5: **The Target Needs of Grade VIII Students of SMPN 4depok Sleman**

No.	Statements		Percentage
1.	The language function or expressions that you expect in learning listening using computer-based interactive multimedia are?	35	
	a. Asking for, giving, and refusing goods and services.		8.5%
	b. Opening, extending, and ending conversation on the telephone.		25.6%
	c. Agreeing and disagreeing something.		17.1%
	d. Asking for, giving, and denying information.		22.8%
	e. Asking for, giving, and refusing opinion.		65.7%
	f. Denying and admitting.		2.8%
2.	The topics that you expect in learning listening using computer-based interactive multimedia are?	35	
	a. Personal experience.		31.4%
	b. Story.		37.1%
	c. Fairy tale.		57.1%
	d. Life performances.		11.4%
	e. Daily life.		17.1%
	f. Others.		
3.	The kinds of texts that you expect in learning listening using computer-based interactive multimedia are?		
	a. Descriptive.		5.7%
	b. Recount.		20%
	c. Narrative.		80%

From the table above we can conclude that there were 48 % students said that the interactive multimedia as a supporting materials. In the term of materials, 65.7% the students preferred Asking for, giving, and refusing opinion, 25.6% the students preferred opening, extending, and ending conversation on the telephone, and Asking for, giving, and denying information 22.8%.The students who liked topics on Fairy tale were 57.1%, Story 37.1%, and Personal experience 31.4% .Meanwhile, the texts that the students expect were narrative 80%, recount 20%, and descriptive 5.7%.

**c. The description of the Learning Needs**

**Table 6: The Learning Needs of Grade VIII Students Of SMPN 4depok Sleman Related To Multimedia Aspect.**

No.	Statements		Percentage
1.	In your opinion the function of learning listening using computer-based interactive multimedia is as?		
	a. Supplementary materials		37.1%
	b. Review materials		20%
	c. Supporting materials		48.5%
	d. others		
2.	In your opinion, the layout of computer-based interactive multimedia should be?	35	
	a. Various in pictures and colours.		57.1%
	b. Have appropriate colours.		34.2%
	c. Others.		
3.	In your opinion, the font size in computer-based interactive multimedia should be?	35	
	a. 12		40%
	b. 14		28.5%
	c. 16		20%
	d. Others		14.2%

No.	Statements		Percentage
4.	In your opinion, the font type in computer-based interactive multimedia should consist of?	35	
	a. Only Arial.		22.8%
	b. Arial and articulate.		28.5%
	c. Arial, articulate, articulate narrow.		25.7%
	d. Others.		22.8%
5.	In your opinion, the colour combination in background and font, which is used in computer-based interactive multimedia, should consist of?	35	
	a. Only one colour.		20%
	b. Two colours.		42.8%
	c. Three colours.		34.2%
	d. Others.		8.5%
6.	In your opinion, the pictures that support your comprehension of the materials (explanative illustration) in computer-based interactive multimedia are?	35	
	a. Not necessary.		
	b. Sometimes necessary.		37.1%
	c. Very necessary.		62.8%
	d. Others.		2.8%
7.	In your opinion, the interesting pictures (decorative illustration) in computer-based interactive.	35	
	a. Not necessary.		
	b. Sometimes necessary.		25.7%
	c. Very necessary.		65.7%
	d. Others.		2.8%
8.	In your opinion, the existence of song and instrumental music in computer-based interactive multimedia are?	35	
	a. Not necessary.		
	b. Sometimes necessary.		42.8%
	c. Very necessary.		25.7%
	d. Others.		2.8%
9.	In your opinion, the buttons (navigation system) in computer-based interactive multimedia should be?	35	

	a. Not too complicated.		31.4%
	b. Having appropriate symbols such as in button next, previous, exit, etc.		28.5%
	c. Easy to find the position of navigation buttons.		37.1%
	d. Others.		

Based on the table above we can conclude that 57 % of the students preferred various pictures and colours in the layout of interactive multimedia and 34.2% liked appropriate pictures. In terms of font type, the students preferred Arial and articulate with font size 12 and 14. The students also agreed about colour combination with the background and some pictures that support the students' comprehension of the materials (explanative illustration). The students preferred the existence of song and instrumental music in interactive multimedia. Moreover, the students preferred the navigation that should be used in interactive multimedia were not complicated and easy to use.

**Table 7: The Learning Needs of Grade VIII of SMPN 4 Depok Sleman Related to the Materials**

No.	Statements	Students' choice (35 students)	
		Number of Students 35	Percentage
1.	What difficulties do you have when listen?	35	
	a. Pronunciation / unclear pronunciation.		74.3 %
	b. New vocabulary.		54.2 %
	c. Too fast the audio.		28.6 %
	d. The duration of audio that		

	too long.		
<b>No.</b>	<b>Statements</b>		<b>Percentage</b>
	e. others		
2.	What listening materials are interesting to you?	35	
	a. Materials with audio only.		40%
	b. Materials with video.		34.2%
	c. Materials with visual illustration.		45.7%
	d. Materials that use authentic ones such as recording from television, movie, and radio broadcast, etc.		8.5%
	e. Others.		
3.	In your opinion, the listening activities that use computer based-interactive multimedia for should be?	35	
	a. Listening to the dialogue and doing exercises.		28.5%
	b. Listening and matching.		22.8%
	c. Listening and repeating.		5.7%
	d. Listening and completing the sentences.		42.8%
	e. Others.		
4.	In your opinion, the recordings of dialogue, monologue, and how to pronounce English word are?	35	
	a. Not necessary.		
	b. Sometimes necessary.		28.5%
	c. Very necessary.		60%
	d. Others.		2.8%
5.	In your opinion, the sequence of learning listening activities should be?	35	
	a. Listening to the dialog, completing the dialog, and answering the questions		48.5%
	b. Listening to the dialog or monologue, choosing the right or wrong statements based on the text, and completing the dialog and		28.5%



	jumbled paragraphs.		
<b>No.</b>	<b>Statements</b>		<b>Percentage</b>
	c. Listening to the short text, matching the pictures based on the text, and answering the questions.		37.1%
	d. Others.		
6.	The lengths of input text in listening materials that you mastered are?	35	
	a. 50 – 100 words.		45.7%
	b. 100 – 150 words.		20%
	c. 150 – 200 words.		8.5%
	d. 200 – 250 words.		
	e. Others.		
7.	The input texts in learning listening that you expect are?	35	
	a. Monolog text.		5.7%
	b. Dialog text.		65.7%
	c. Short text.		37.1%
8.	The Pre-listening activities that you expect are?	35	
	a. Identifying pictures.		45.7%
	b. Identifying key words in the text.		45.7%
	c. Listening to the content of the text.		11.4%
	d. Others.		
9.	The While-listening activities that you expect are?	35	
	a. Answering multiple choice and true – false questions.		57.1%
	b. Rewrite word or phrases that are heard.		8.5%
	c. Matching and choosing picture.		20%
	d. Writing answers to questions.		42.8%
	e. Others.		
10.	The Post-listening activities that you expect are?	35	

	a. Choosing true or false statements based on the texts.		57.1%
	b. Answering questions.		22.8%
	c. Rearrange the jumbled paragraphs.		8.5%
	d. Filling in the blank.		14.2%
	e. Others.		

From the table 6 shows that the students have some difficulties in listening, they have some limitations in learning new vocabulary and pronunciation. The input texts of these tasks were mainly in the form of dialogues. On the other hand, 45.7 % the students expected that materials with visual illustration were needed in the listening interactive multimedia. In the listening activities, 48.5 % students preferred listening to the dialog, completing the dialog, and answering the questions, 37.1 % students preferred listening to the short text, matching the pictures based on the text, and answering the questions, and listening to the dialog or monologue, choosing the right or wrong statements based on the text, and 38.5 % students preferred completing the dialog and jumbled paragraphs. The input texts in learning listening which students liked were dialogue 65.7 %, short text 37.1 %, and monolog text 5.7 %. The lengths of the input text that the students liked were 50-100 words and 100 – 150 words. While in pre-listening activities, the students preferred Identifying pictures and Identifying key words in the text. In the while-listening the students liked answering multiple choice and true – false questions, answering multiple choice and true – false questions, and Writing answers to questions. In the post-listening

activities, 57.1% students preferred choosing true or false statements based on the texts, 22.8 % preferred answering questions, and 14.2 % liked fill the blank.

## **2. The First Draft of The Listening Interactive Multimedia**

After conducting the needs analysis, then the listening interactive multimedia was developed. The development process of the first draft of the interactive multimedia belonged to design and development phase proposed by Alessi and Trollip (2001: 409-413). This part presents the process of the first draft development. The process consists of designing flowcharts and storyboard of the interactive multimedia, describing the design of the interactive multimedia, conducting alpha testing, and finally making the final or second draft of the interactive multimedia.

### **a. The Flowcharts and Storyboard of The Interactive Multimedia**

The flowchart is the flow model of the structure and the order of the pages placement. The flowcharts are designed as a guideline in creating the menus of the multimedia. Flowcharts also describe the interactive multimedia from the beginning into the end. There are two flowcharts made to describe the multimedia, namely main flowchart and chapter flowchart. The details explanation of them is as follows.

#### **1) Main flowchart**

Main flowchart is the first flowchart of the interactive multimedia. This flowchart describes the map of the interactive multimedia in general. The following is the figure of main flowchart.

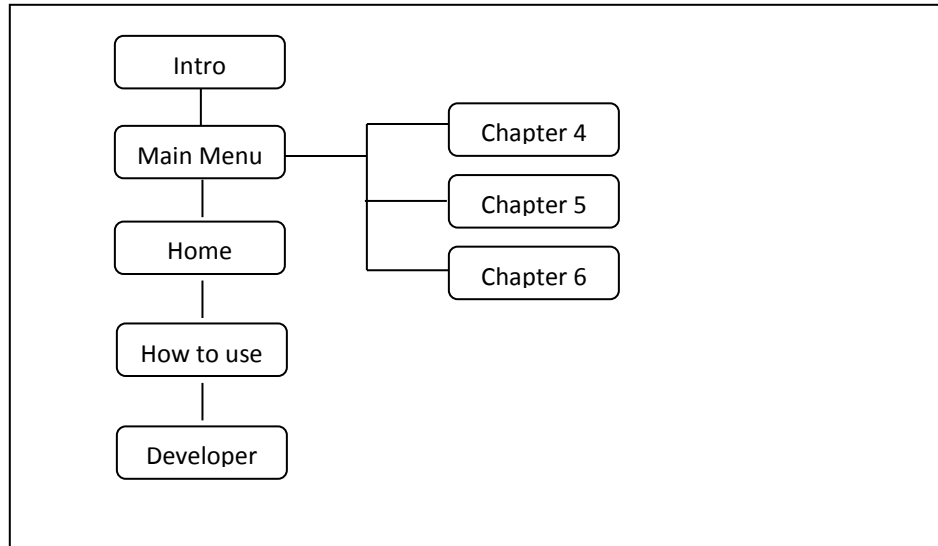


Figure 9: **Main flowchart**

Based on the figure 8, the interactive multimedia was divided into “Main menu”, “Home”, “How to use”, and “Developer”. The *main menu* contains four chapters. The first chapter is entitled “*A Friend in Need is A Friend Indeed*”. The second chapter is entitled “*Personal Experience*”. The third chapter is entitled “*Share Your Story*”. *Home page* presents the information about the name of interactive multimedia and users’ grade. *How to use* presents information about the navigation used in the interactive multimedia. *Developer* presents information about the identity of the interactive multimedia developer.

## 2) Chapter flowchart

The second flowchart is chapter flowchart. This flowchart describes parts of each chapter in the interactive multimedia. It has represented the description of all

chapters mentioned in the main flowchart. The following is the figure of chapter flowchart.

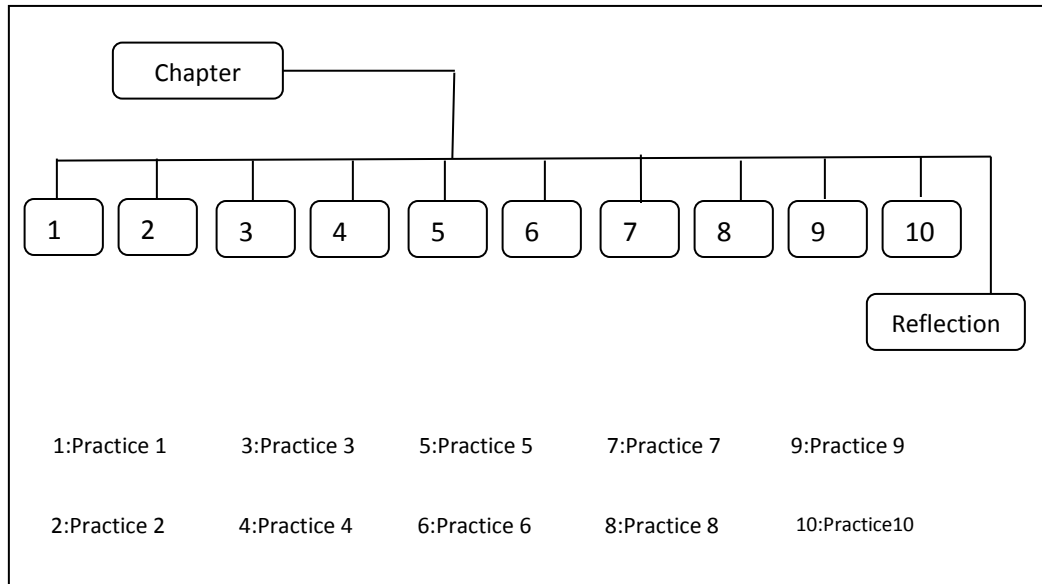


Figure 10: **Chapter Flowchart**

In this research, the chapters developed starts from the fourth chapter of *English in Focus for Grade VIII Junior High School* because the fourth chapter until sixth chapter is at second semester. This research is focus on second semester. Figure 10 shows that the chapter is divided into ten practices and one reflection.

### 3) The storyboard of interactive multimedia

After designing the flowchart of the multimedia, the next step was designing storyboard of the multimedia. A storyboard is a detail, structural and systematical step by step planning on how the multimedia would be designed. It basically is a

design showing what will be designed in the multimedia and how the multimedia would be operated. The following are the storyboards of interactive multimedia.

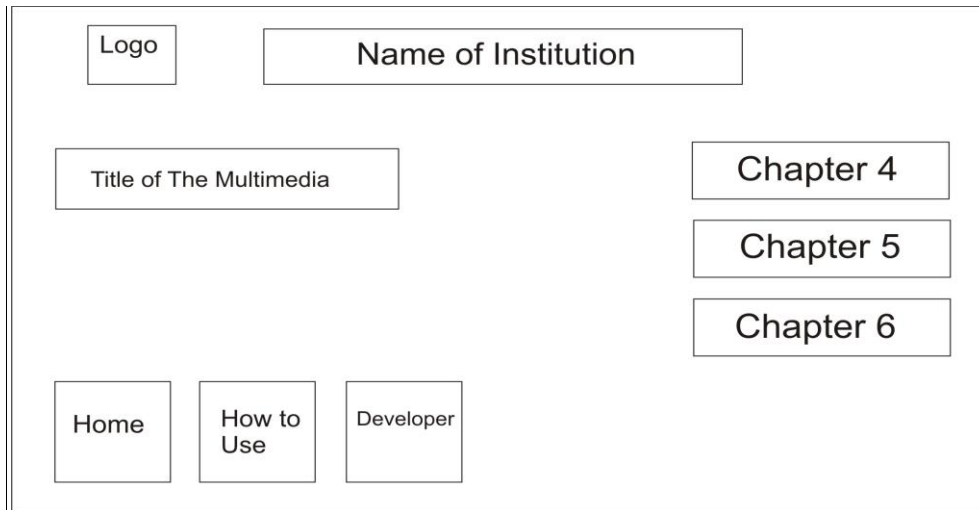


Figure 11: storyboard

## **b. The Listening Interactive Multimedia Design**

### **1) Menu Page**

After conducting the needs analysis, the interactive multimedia was designed. The layout of this interactive multimedia is divided into two modes. The first is the full screen mode. The second is called the navigation screen mode. The user can change view from navigation screen mode to full screen mode. In the full screen modes shows the menu in the interactive multimedia. There are six buttons in the full screen mode. The first part is information slides which consist of the home page button, how to use, and the developer. The second part consists of chapter 4, chapter 5, and chapter 6. Those are the chapters of the materials. This slide is illustrated as below.



Figure 12: **Main menu in screen mode**

In the navigation screen mode the users can chose some menus. It consists of the system navigation, audio button to control the sound, and content area of interactive multimedia as illustrated in figure 8.

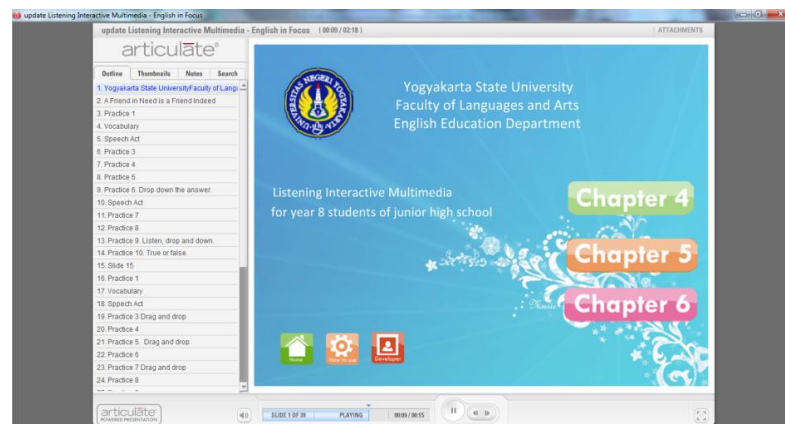


Figure 13: **Main Menu Page in Navigation Screen Mode**

## 2) The Developer

This slide contains the information of the developer the interactive multimedia. It includes the information about the developer such as name, address, place and date of birth, phone number, and an email address.



Figure14: **The developer slide**

### 3) **The User Guide**

This slide enables the user to learn about how to use the listening interactive multimedia. These buttons are navigations which can be used by the user to operate the interactive multimedia. There are seven buttons, it consist of chapter 4, chapter 5, chapter 6, home page, how to use, the developer, and the audio button. This slide is illustrated below.

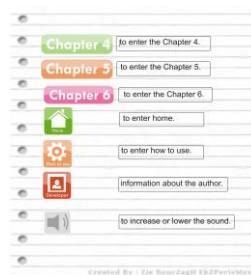


Figure 15: **How to use**



#### 4) Chapter 4 : A friend in Need is A Friend Indeed

To enter the chapter 4, the user should click next button to go to the next slide.

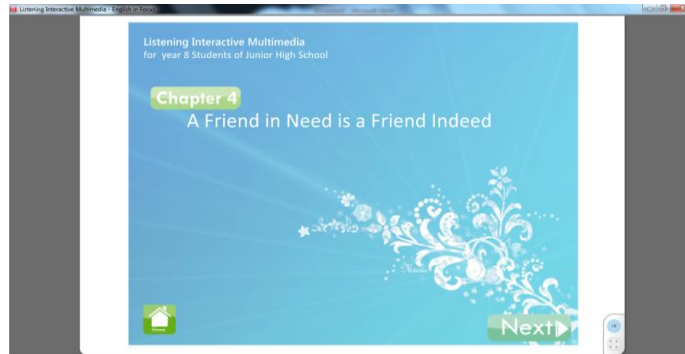


Figure 16: **Chapter 4 A friend in Need is A Friend Indeed**

##### a) Practice 1

In this slide, the user can learn about the dialogue that contains the expressions that will be learnt in this chapter. To listen to the dialogue the user should click the audio button. The user should click next button to go to the next slide.

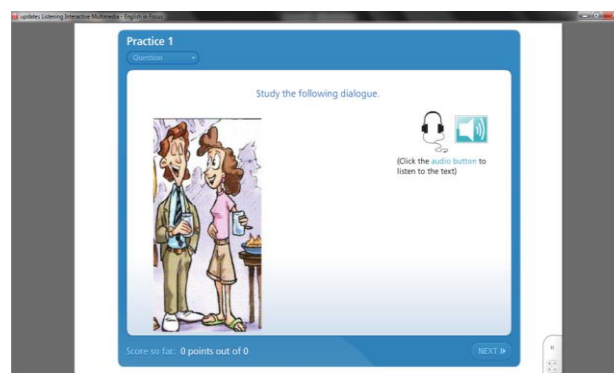


Figure 17: **Practice one**

## b) Vocabulary

This slide contains vocabulary that are used in the dialogue in chapter 4. The user can study the vocabulary with its meaning. The user also may study its pronunciation by clicking the audio button. In order to continue to the next slide, the user should click next button.

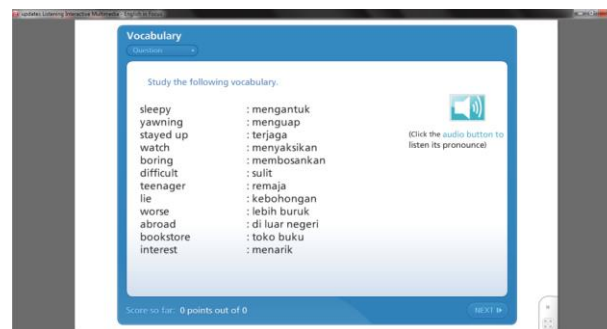


Figure 18: **Vocabulary bank**

## c) Practice 2

Practice 2 contains vocabulary mastery. In this practice, the user is required to match the words provided with Indonesian meaning by doing drag and drop. This activity also enables the user to study the pronunciation by clicking the audio button. After matching the words, the user should click submit in order to know whether their answer is correct or incorrect. The layout of this practice is illustrated below.

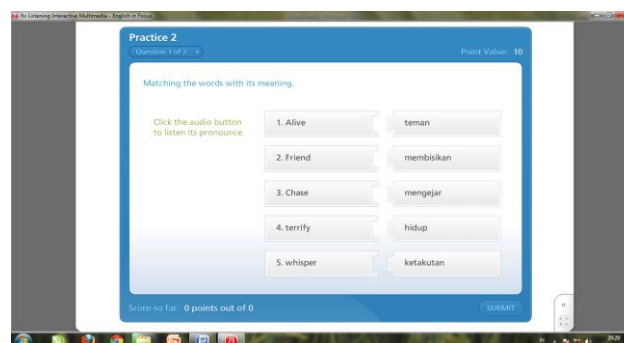


Figure 19: **Vocabulary mastery**

d) Practice 3

This slide shows the language function of chapter 4. It explains language functions used in the dialogue and text in chapter 4. The user can click next button on the top to see the example of each language function in order or click the green and blue to see specific language function. The slide is illustrated below.



Figure 20: Language function

e) Practice 4

In this practice, the user should complete the missing information. The user can click the audio button to listen to the dialogue. After listening the dialogue the user may complete the missing information by doing drop and down the answers. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. Practice 4 is illustrated below.

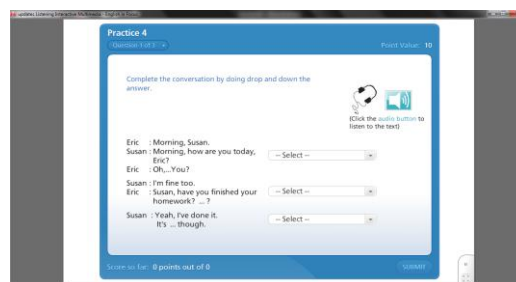


Figure 21: Practice 4

## f) Practice 5

In this activity, the user is required to complete the dialogue with appropriate response using expressions of asking, giving, and refusing opinion by clicking the icon. The user should click the audio button to listen the dialogue and chose the correct response. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. Practice 5 is illustrated below.

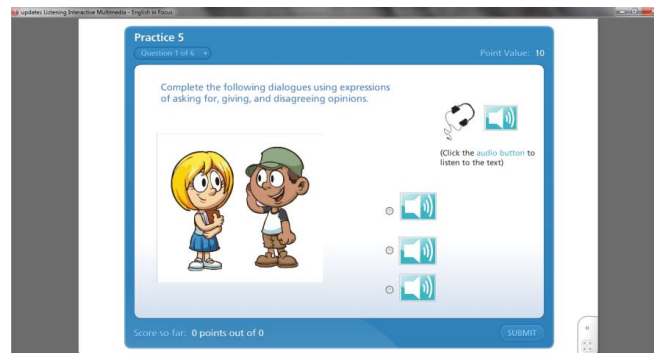


Figure 22: Practice 5

## g) Practice 6

Practice 6 contains the dialogue that contains the expression that is used in the next practice. The user should click the picture in order to listen the dialogue.

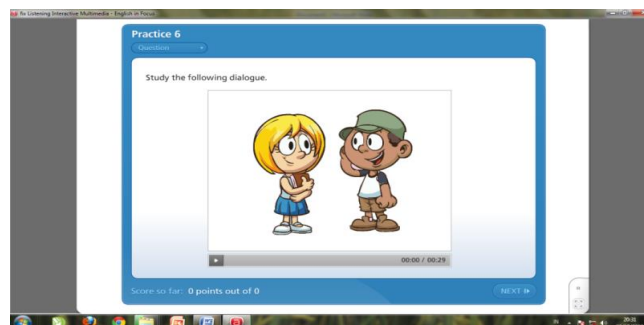


Figure 23: Practice 6

### h) Practice 7

In this practice, the user should complete the missing information. The user can click the audio button to listen to the dialogue. After listening the dialogue the user may complete the missing information by doing drop and down the answers. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. Practice 4 is illustrated below.



Figure 24: **Practice 7**

### i) Speech act

This slide shows the speech act that is used in chapter 4. It explains language functions used in the dialogue and text in chapter 4. The user can click next button on the top to see the example of each language function in order or click the green and blue to see specific language function. The slide is illustrated below.

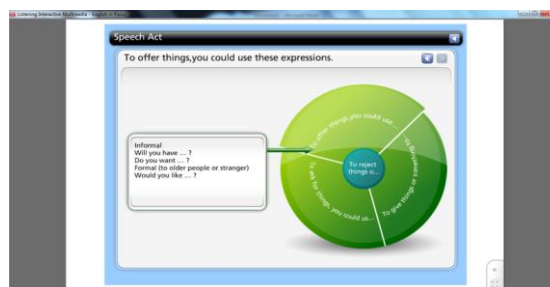


Figure 25: **Language function**

## j) Practice 8

In this activity, the user is required to complete the dialogue with appropriate response by clicking the icon. The user should click the audio button to listen the dialogue and chose the correct response. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. Practice 8 is illustrated below.



Figure 26: Practice 8

## k) Practice 9

Practice 9 contains lead in questions. This activity encourages users to think about what they will listen in the next practice. The slide is illustrated below.

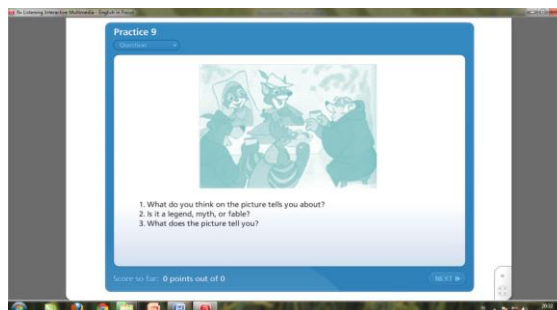


Figure 27: Practice 9

## l) Practice 10

In this practice, the user should complete the missing information. The user can click the audio button to listen to the story of the two friends and the bear. After listening the story, the user may complete the missing words by doing drop and down the answers. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the missing words. Practice ten is illustrated as follows.

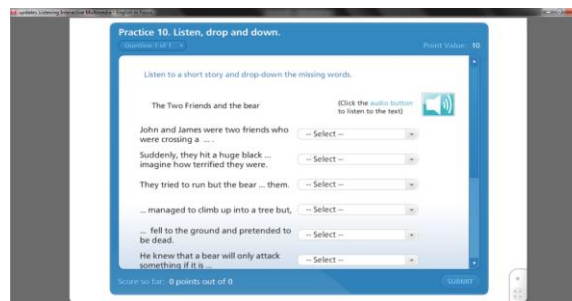


Figure 28: Practice 10

m) Practice 11

In this practice, the user will listen the story once again by clicking the picture. After listening the story the user should decide whether the statements given are true or false by clicking the icon. After answering the statements, the user should click submit in order to know whether his/her answers are correct or incorrect. Practice 11 is illustrated in the next page.



Figure 29: **Practice 11**

## 5) Chapter 5: Personal Experience

Figure 23 shows the chapter 5 entitled Personal Experience. To enter the chapter 5, the user should click next button to go to the next slide.

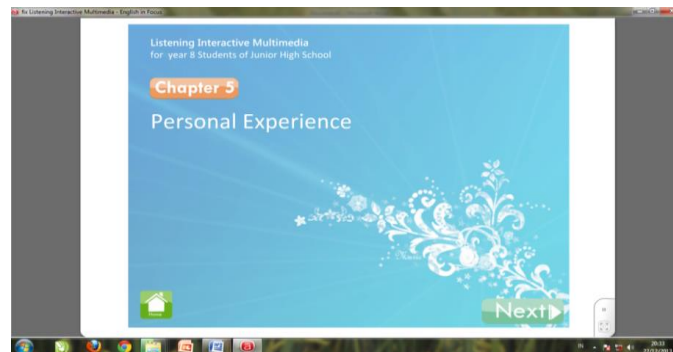


Figure 30: **Chapter 5**

### a) Practice 1

Practice one contains lead in questions. This activity encourages users to think about what they will listen in the next practice. The slide is illustrated below.



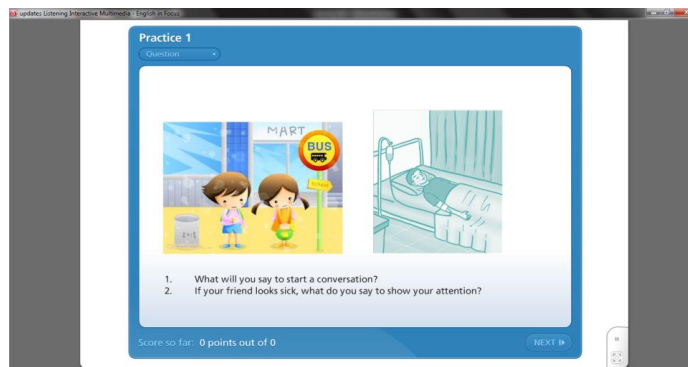


Figure 31: **Lead in questions**

b) Practice 2

Practice 2 contains the pre-listening activity. The user should click the audio button to listen to the dialogue.

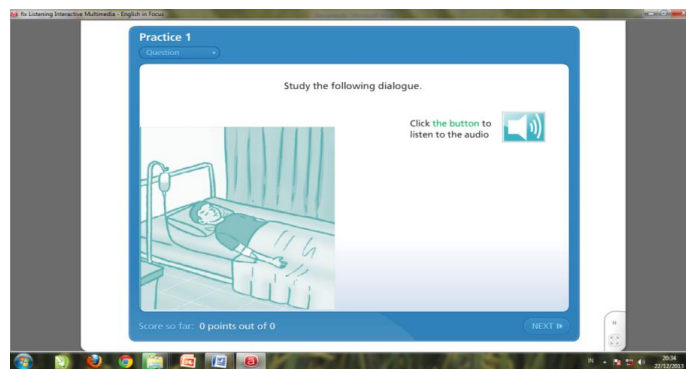


Figure 32: **Practice 1**

c) Vocabulary

In this activity the user may learn vocabulary that are used in the dialogue and text in chapter 5. The user may also study the pronunciation by clicking the audio button. This slide is illustrated below.

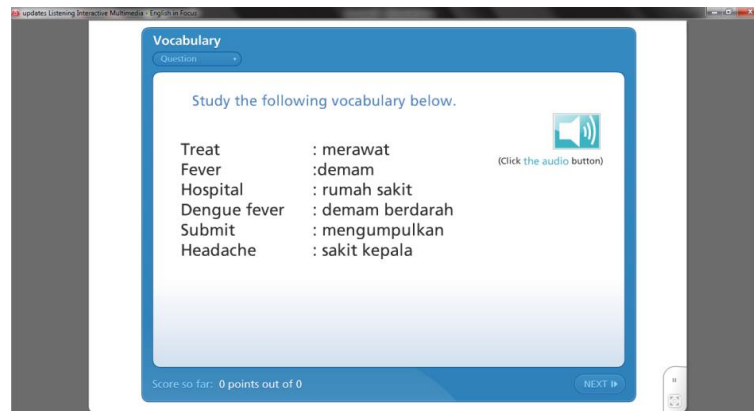


Figure 33: **Vocabulary**

d) Practice 2

Practice 2 contains vocabulary mastery. In this practice, the user is required to match the words provided with Indonesian meaning by doing drag and drop. This activity also enables the user to study the pronunciation by clicking the audio button. After matching the words, the user should click submit in order to know whether their answer is correct or incorrect. The layout of this practice is illustrated below.

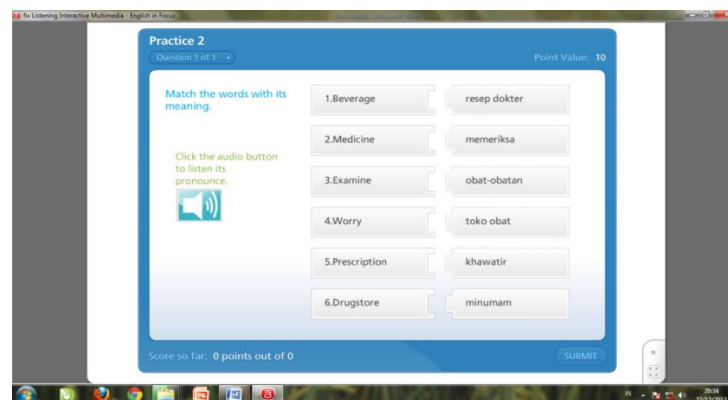


Figure 34: **Vocabulary**

e) Practice 3

This slide shows the speech act of chapter 5. It explains language functions used in the dialogue and text in chapter 5. The user can click next button on the top to see the example of each language function in order or click the green and blue to see specific language function. The slide is illustrated below.



Figure 35: Speech act

f) Practice 4

In this activity, the user should decide whether the statements belong to starting, extending, and ending conversation on the telephone by doing drag and drop the correct answer. The user should click audio button to listen to the dialogue. This slide is illustrated below.



Figure 36: Practice 4

g) Practice 5

In this activity the user should click the picture to listen the dialogue. After listening the dialogue, the user may answer the questions by clicking the icon a, b, or c for the correct answers. In order to know whether his answers are correct or incorrect, the user should click submit after answering the questions. This activity is aimed to help user to comprehend the detailed information. This activity is illustrated below.

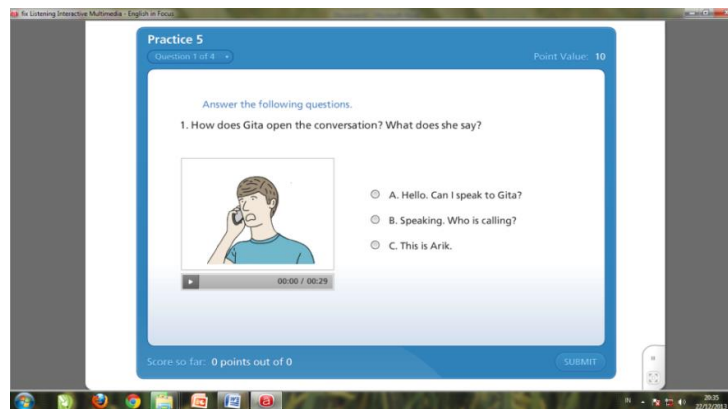
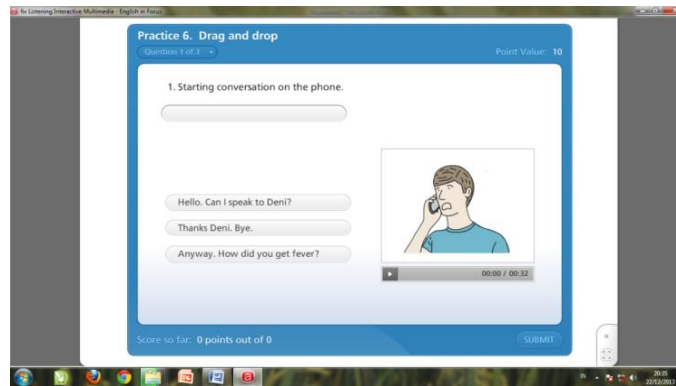


Figure 37: Practice 5

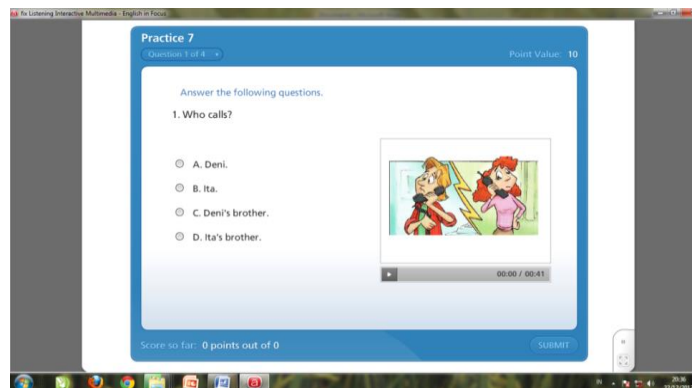
h) Practice 6

In this activity, the user should decide whether the statements belong to starting, extending, and ending conversation on the telephone by doing drag and drop the correct answer. The user should click audio button to listen to the dialogue. This slide is illustrated in the next page.

Figure 38: **Practice 6**

## i) Practice 7

In this activity the user should click the picture to listen the dialogue. After listening the dialogue, the user may answer the questions by clicking the icon a, b, or c for the correct answers. In order to know whether his answers are correct or incorrect, the user should click submit after answering the questions. This activity is aimed to help user to comprehend the detailed information. This activity is illustrated in the next page.

Figure 39: **Practice 7**

## j) Practice 8

In this activity, the user should decide whether the statements belong to starting, extending, and ending conversation on the telephone by doing drag and drop the correct answer into the empty box. The user should click audio button to listen to the dialogue. After answering the questions, the user should click submit in order to know whether his/her answers are correct or incorrect. This slide is illustrated below.

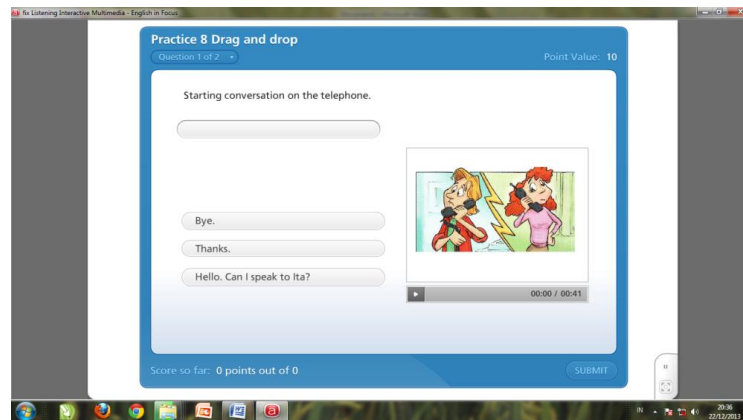


Figure 40: Practice 8

## k) Practice 9

In this practice, the user should complete the missing information. The user can click the audio button to listen to the dialogue. After listening the dialogue, the user may complete the missing words by doing drop and down the answers. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. Practice 9 is illustrated in the figure 41.

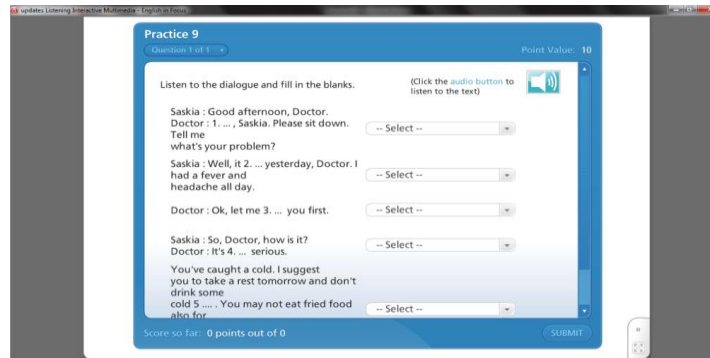


Figure 41: **Practice 9**

1) Practice 10 and practice 11

In the practice 10 and 11 the user should click the picture to listen the dialogue. After listening the dialogue, the user may answer the questions by clicking the icon a, b, c, or d for the correct answers. After answering the questions, the user should click submit in order to know whether his/her answers are correct or incorrect. This activity is aimed to help user to comprehend the detailed information. This activities are illustrated below.

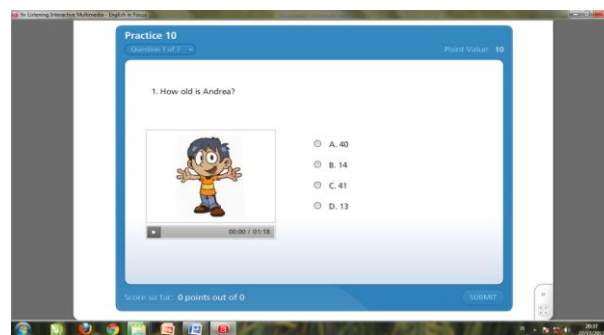


Figure 42: **Practice 10**

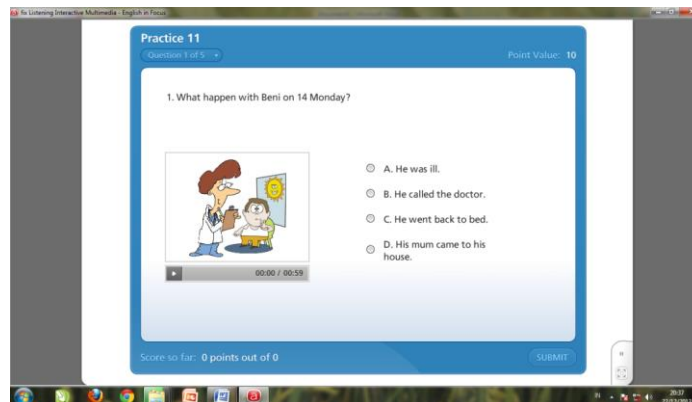


Figure 43: **Practice 11**

## 6) Chapter 6: Share Your Story

Figure 23 shows the chapter 5 entitle Share Your Story. To enter the chapter 5, the user should click next button to go to the next slide.

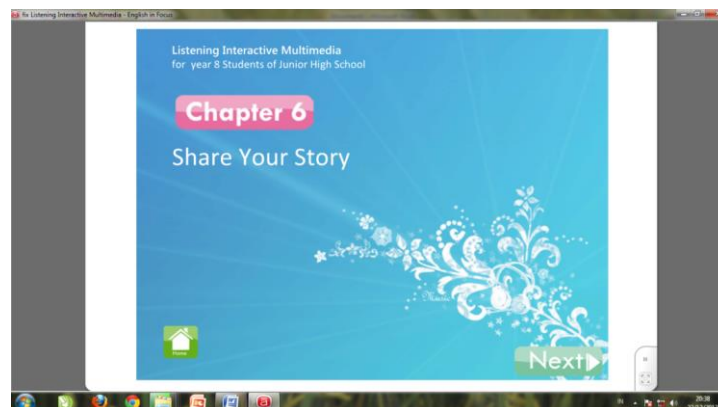


Figure 44: **Chapter 6**

### a) Lead in questions

Practice 1 contains lead in questions. This activity encourages users to think about what they will listen in the next practice. The slide is illustrated in the next page.





Figure 45: Lead in questions

b) Vocabulary

This slide contains vocabulary that are used in the dialogue and text in chapter 6. The user can study the vocabulary with its meaning. The user also may study its pronunciation by clicking the audio button. In order to continue to the next slide, the user should click next button. The slide is illustrated below.



Figure 46: Vocabulary

c) Practice 1

In this activity the user should click the picture to listen the dialogue. After listening the dialogue, the user may answer the questions by clicking the icon a, b, or c for the correct answers. After answering the questions, the user should click submit

in order to know whether his/her answers are correct or incorrect. This activity is aimed to help user to comprehend the detailed information. This activity is illustrated below.



Figure 47: **Practice 1**

d) Practice 2

In this practice, the user will listen the dialogue by clicking the picture. After listening the dialogue the user should decide whether the statements given are true or false by clicking the icon. After answering the statements, the user should click submit in order to know whether his/her answers are correct or incorrect. Practice 2 is illustrated below.

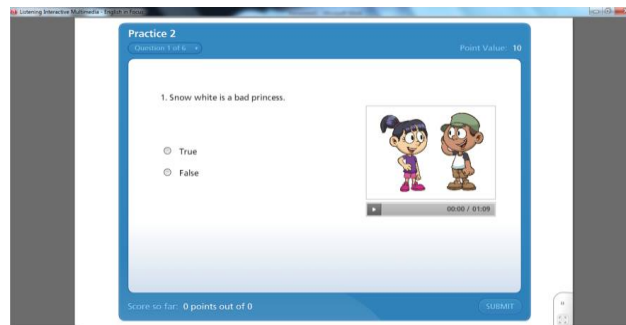


Figure 48: **Practice 2**

e) Practice 3

This slide shows the speech act of chapter 6. It explains language functions used in the dialogue and text in chapter 6. The slide is illustrated below.

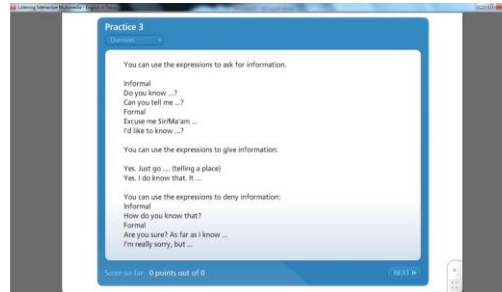


Figure 49: Practice 3

f) Practice 4

In this activity, the user should decide whether the statements belong to asking, giving, and denying information by doing drag and drop the correct answer into the empty box. The user should click audio button to listen to the dialogue. After answering the questions, the user should click submit in order to know whether his/her answers are correct or incorrect. This slide is illustrated below.

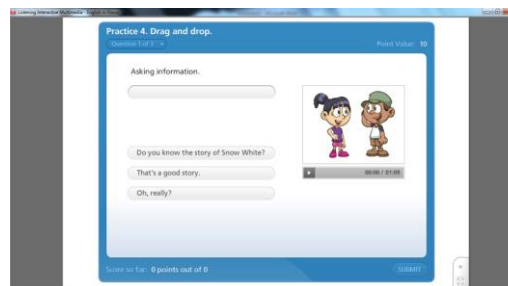


Figure 50: Practice 4

## g) Practice 5

In this activity, the user is required to complete the dialogue with appropriate response by clicking the icon. The user should click the audio button to listen the dialogue and chose the correct response. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. Practice 7 is illustrated below.

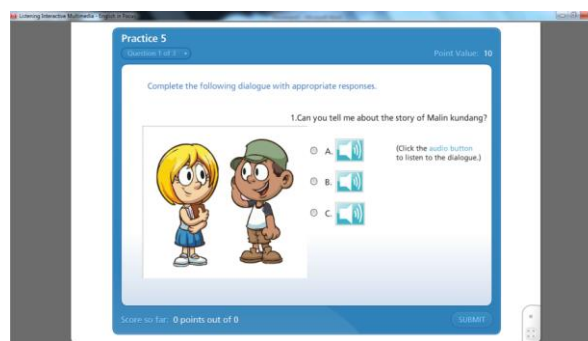
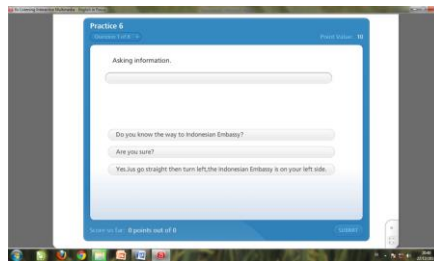


Figure 52: **Practice 5**

## h) Practice 6

In this activity, the user should decide whether the statements belong to asking, giving, and denying information by doing drag and drop the correct answer into the empty box. After answering the questions, the user should click submit in order to know whether his/her answers are correct or incorrect. This slide is illustrated in the next page.

Figure 53: **Practice 6**

## i) Practice 7

Practice 7 contains vocabulary mastery. In this practice, the user is required to match the words provided with Indonesian meaning by doing drag and drop. This activity also enables the user to study the pronunciation by clicking the audio button. After matching the words, the users should click submit in order to know whether their answers are correct or incorrect. The layout of this practice is illustrated below.

Figure 54: **Practice 7**

## j) Practice 8

In this activity, the user should click the picture to listen the dialogue. After listening the dialogue, the user may answer the questions by clicking the icon a, b, or

c for the correct answers. After answering the questions, the user should click submit in order to know whether his/her answers are correct or incorrect. This activity is aimed to help user to comprehend the detailed information. This activity is illustrated below.

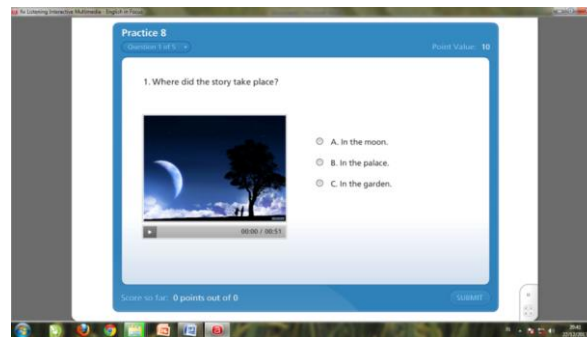


Figure 55: **Practice 8**

k) **Practice 9**

This practice requires the user to click the picture to watch the video. After watching the video, the user requires to answer the questions based on the video. The user may also repeat the video. In order to know whether the answers are correct or incorrect, the user should click the submit button. Practice 9 is illustrated below.

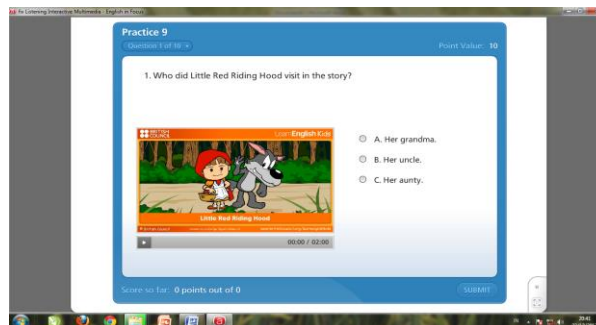


Figure 56: **practice 9**

### 3. Alpha Testing

When the interactive multimedia was completed, it was called as the first draft. Then, it was consulted to the experts. The interactive multimedia was tested for its media aspects and content aspects. The purpose of alpha testing is to validate that the media and the materials are ready to be used by the users or the students. After that, the revisions were made based on the experts' suggestions.

#### a. Experts' Judgment

The experts' judgments were required to evaluate the listening interactive multimedia. The experts' judgments consist of a content expert who evaluated the materials aspect and a media expert who evaluated the media aspect.

##### 1) Evaluation by Content Expert

The content expert evaluated the content of interactive multimedia. In order to improve the content quality of the materials, the content expert evaluated the materials, gave some suggestions, comments, and feedback. The following was the data obtained from the content expert.

Table 8: **The Data of Content Aspect**

No.	Statements	Score
1.	The material is relevant to SKKD grade VIII Junior High School.	3
2.	This material is relevant to the learning objectives.	3
3.	This material is relevant to the topic.	3
4.	These materials reflect students' daily life.	4
5.	This material is based on students' needs	3
6.	The materials contain of text type which are relevant to the learner needs.	3

No.	Statements	Score
7.	The materials guide the students to understand the social function in daily life.	3
8.	The materials help the students to understand the linguistic feature of the text type focused.	3
Mean		3.13

Based on the data on the table 7, the mean was 3.13. According to the data conversion on chapter three the data can be categorized into good category, as long as the mean score of the mean ranged from 3.0 – 3.5.

**Table 9: The Data of Language Aspect**

No.	Statements	Score
1.	The language used is relevant to the cognitive development of the students.	3
2.	The language used as instruction in this interactive multimedia is easy to understand.	4
3.	The languages used in these materials are according to the correct English grammar.	3
4.	The language uses the correct spelling rules.	4
5.	The language uses the appropriate word choices.	3
6.	The materials presented are interrelated each other.	3
Mean		3.33

Based on the data on the table 8 related to language aspect, the mean score was 3.33. The data can be categorized as a good category, since the mean score of the mean ranged from 3.02 – 3.52.

**Table 10: The Data of Activity Aspect**

No.	Statements	Score
1.	The activities are relevant to learning objectives	3
2.	These materials improve students listening skill.	3
3.	The audio and pictures help students to understand the text.	4
4.	The materials are arranged in consistent sequence from pre-listening, whilst listening, post listening.	3



No.	Statements	Score
5.	Pre listening activities help student to understand topics they are going to learn.	3
6.	The vocabulary focus helps the students to understand the text they are going to learn.	3
7.	Drop down activities help student to understand the text.	3
8.	Answering multiple choice questions help student to understand the text.	4
9.	Answering true-false questions help student to understand the text.	4
10.	Drag and drop activities help student to understand the text.	3
11.	The materials are arranged from the easiest to the most difficult.	3
12.	The feedback features help the student to understand the text.	3
13.	The feedback features are presented in every practice.	3
14.	Glossary help the student to understand the words and terms contained in the materials.	4
Mean		3.28

Table 9 shows that the mean was 3.28. The data can be categorized as a good category since the mean score of the mean ranged from 3.02 – 3.52. There were some revisions from content expert related to the activity aspect. Some instructions have been revised and also picture have been changed based on the situation.

## 2) Evaluation by Media Expert

The media expert dealt with the design and elements of the interactive multimedia. The media expert validated the design and the elements of the interactive multimedia to ensure that the interactive multimedia was appropriate to be used. The following was the data obtained from the media expert.

Table 11: **The Data of Screen Design Aspect**

Item Number	Statements	Score
1.	The layout is interesting.	4
2.	The layout is simple.	4

Item Number	Statements	Score
3.	The colour compositions are arranged well.	4
4.	The background colour used in this media is appropriate.	4
5.	The combination of the text and its colour background is well suited.	4
Mean		4

Table 10 shows that the mean score related to the developed multimedia is 4. It belongs to the very good category based on the score conversion since the the mean score of the mean range from  $(3.5 \leq X \leq 4.0)$ .

**Table 12: The Data of Elements of Multimedia Aspect**

Item Number	Statements	Score
6.	The size of the text used in this media is 12.	4
7.	The font used in this media is appropriate.	4
8.	The colours used in the text are consistent.	4
9.	The texts are clear and readable.	3
10.	The text in this media use consistent colour.	3
11.	The use of pictures, graphic, animation supports the materials presentation.	2
12.	The quality of sound is good and enhance the presentation of information.	3
13.	This multimedia allows the user to pause,continue, and repeat the sound in the dialogues and texts.	3
14.	The quality of video is good. ( chapter 6, practice 6)	4
Mean		3.33

Based on Table 11, the mean score related to the elements aspect of developed interactive multimedia is 3.33. According to the scoring conversion this score is categorized into good category since the range score is  $(3.0 \leq X < 3.5)$ .

Table 13: **The Data of Navigation Aspect**

Item Number	Statements	Score
15.	The placement of navigations in this media is easy to understand.	3
16.	The navigations buttons in this media are easy to understand.	3
17.	The sizes of the text in the navigation buttons are readable.	3
18.	The instructions in navigation buttons are clear.	3
Mean		3

Based on the table 12, the mean score related to navigation aspect of developed interactive multimedia is 3. It belongs to good category based on scoring conversion since the range score is  $(3.0 \leq x < 3.5)$ .

Table 14: **The Data of Feedback Aspect**

Item number	Statements	Score
19.	Feedbacks are given immediately after answering the questions.	3
20.	The user can learn individually using this interactive multimedia.	3
21.	The score provided can help user to measure their performance.	3
Mean		3

Based on the table above, the mean score related to feedback aspect of developed interactive multimedia is 3. It belongs to good category based on scoring conversion, since the range score is  $(3.0 \leq x < 3.5)$ .

#### **b. Revision made**

After conducting experts' judgment, the revisions were made to the listening interactive multimedia based on the suggestions from the experts. The revisions are presented as follows.

### 1) Revisions Made Based on The Content Expert's Suggestions

Table 15: Revisions of the Contents of the Interactive Multimedia

No.	Suggestions	Action Taken
1.	There were some inappropriate expressions that can be found in the dialogue for instance, "to live action" should be change into "has been filmed".	Some inappropriate expressions like "to live action" were changed into "have been filmed".
2.	The expressions of "hold on please", should be put into the expressions example of asking people to wait on the phone.	The expressions of "hold on please" was put into the expressions example of asking people to wait on the phone.
3.	There were some grammatical, punctuation, and spelling errors in the practice.	Some grammatical, punctuation errors and also inappropriate lay out in the practice were corrected
4.	There was inappropriate picture in chapter 5. It's better to change the picture with a scene where two people were waiting for a bus at a bus stop. Another one can be about someone who looks sick.	Inappropriate picture in chapter 5 was corrected.
5.	It's better to add the example in using the expression of asking for direction in chapter 6.	The expression of asking for direction was added in chapter 6.
6.	It's better to put the matching words practice in the pre-listening activity.	Matching words activities were put in the pre-listening activity.
7.	It's better to switch practice 5 with practice 6 in chapter 6.	Practice 5 was switched with practice 6 in chapter 6.

## 2) Revisions Based on The Media Expert's Suggestions

Table 16: Revisions of the Design of the Interactive Multimedia

No.	Suggestions	Action Taken
1.	There are some grammatical, punctuation errors and also inappropriate lay out in the practice.	Some grammatical, punctuation errors in the practice were corrected.
2.	The glossary should be categorized into each part of speech.	The glossary was categorized into each part of speech.
3.	The name of expression “refusing opinion” should be change into “disagreeing opinion”.	The name of expression “refusing opinion” was changed into “disagreeing opinion”.
4.	There are some inappropriate expressions are used in the dialogue for instance in the dialogue “would you like to ...” should be change into “do you want ... ”.	Some expressions like “would you like to ...” was changed into “do you want ... ”.
5.	The colour of the font of key instruction should be contrasted.	The colour of the font of key instruction was contrasted.
6.	The pictures are not considered to support the content of the conversation.	
7.	There are some of the sounds are less natural.	Some less natural sounds were replaced and re-recorded again.

#### 4. Second Draft of the Listening Interactive Multimedia

After getting feedback from the experts in alpha testing, the interactive multimedia was revised, including the content materials and media aspect. The revision then was called as the second draft. The figures below were the revisions of the second draft of listening interactive multimedia based on experts' suggestions that need to be revised. The details of the second draft layout can be seen in the appendices.

##### a. Menu Page

In the second draft, the glossary button was added on the menu page. The menu page in the second draft contains seven buttons in the full screen mode. The first part is information slides which consist of the home page button, how to use, the developer and glossary. The second part consists of chapter 4, chapter 5, and chapter 6. The menu page in second draft is illustrated below.



Figure 57: The Menu Page in the Second Draft

## b. Glossary

In the second draft the glossary was added on the menu page. Glossary helps the user to get information about terms and words which are used in this interactive multimedia. The user can study the definition of words and terms in this interactive multimedia. Unlike in the first draft, in the second draft the glossary was categorized into each part of speech. The design of glossary also was changed as illustrated in figure 55.

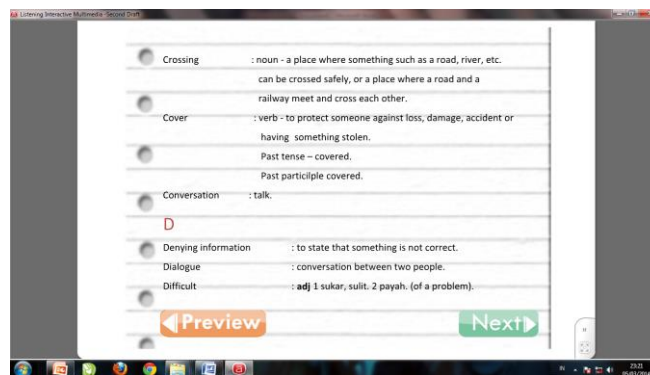


Figure 58: Glossary (Second Draft)

## c. Chapter 4: A Friend Indeed is A Friend

There are some revisions in the chapter 4 related to the media and content aspects, they are: the layout, vocabulary, practice 2, and practice 5.

### 1) Vocabulary

The user can study the vocabulary with its meaning. The user also may study its pronunciation by clicking the audio button. Unlike in the first draft, the sounds in the

vocabulary in chapter 4 were replaced and re-recorded again. The colour of the button of key instruction was changed. The layout is illustrated below.

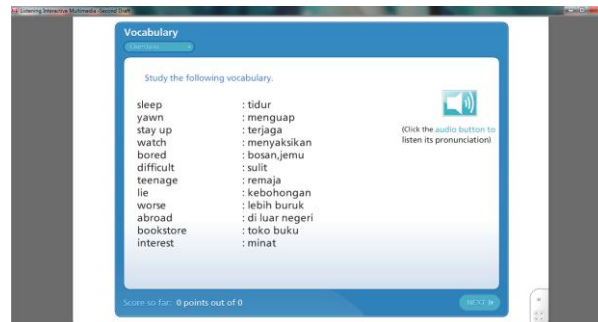


Figure 59: Vocabulary (Second Draft)

## 2) Practice 2

Practice 2 contains vocabulary mastery. In this practice, the user is required to match the words provided with Indonesian meaning by doing drag and drop. This activity also enables the user to study the pronunciation by clicking the audio button. In the second draft some less natural sounds were replaced and re-recorded again. Matching words activity in every practice was placed in pre –listening. Practice 2 is illustrated below.



Figure 60: Practice 2 (Second Draft)



### 3) Practice 5

In this activity, the user is required to complete the dialogue with appropriate response using expressions of asking, giving, and disagreeing opinion by clicking the icon. The user should click the audio button to listen the dialogue and chose the correct response. In order to know whether his answers are correct or incorrect, the user should click submit after they have completed the dialogue. In this second draft, the name of expression “refusing opinion” was changed into “disagreeing opinion”. The colour of the button of key instruction was changed. Practice 5 in second draft is illustrated below.

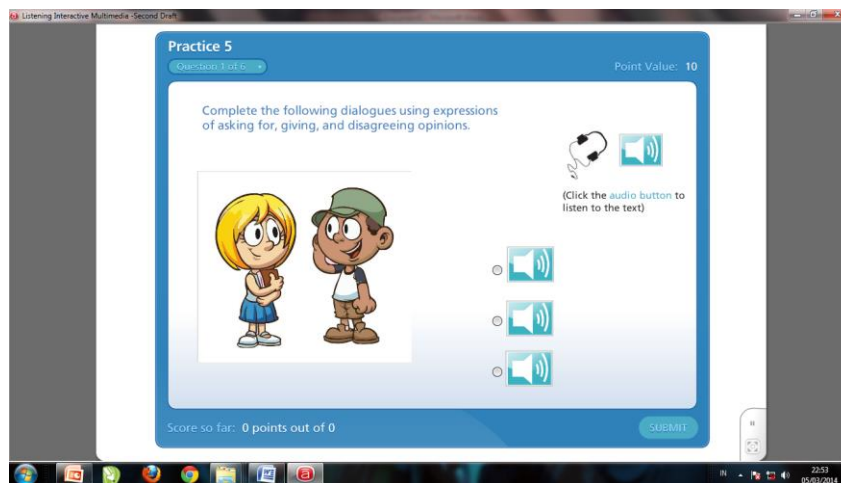


Figure 61: Practice 5 (Second Draft)

#### d. Chapter 5: Personal Experience

There are some revisions in the chapter 5 related to the media and content aspects, they are: practice 1, vocabulary, and practice 2.

### 1) Practice 1

In the second draft, picture in practice 1 was changed with a scene where two people were waiting for a bus at a bus stop. Another one can be about someone who looks sick. The practice is illustrated below.

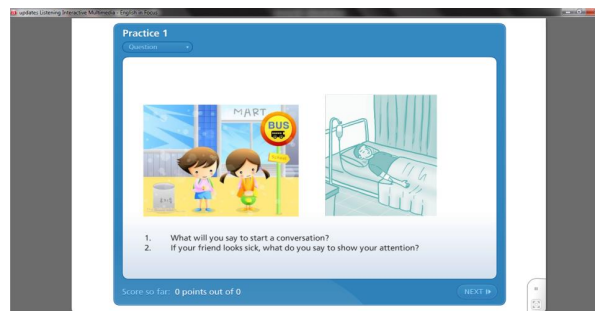


Figure 62: **practice 1 (Second Draft)**

### 2) Vocabulary

The user can study the vocabulary with its meaning. The user also may study its pronunciation by clicking the audio button. Unlike in the first draft, the sounds in the vocabulary in chapter 4 were replaced and re-recorded again. The layout is illustrated below.

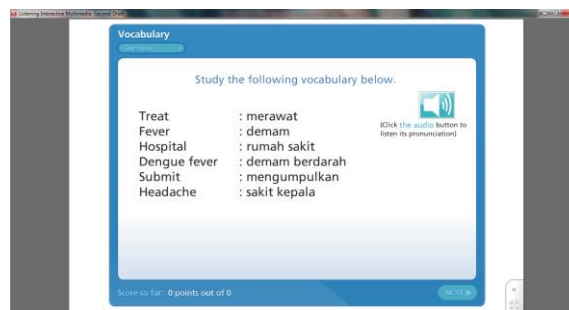


Figure 63: **Vocabulary (Second Draft)**

## 3) Practice 2

In this practice, the user is required to match the words provided with Indonesian meaning by doing drag and drop. Unlike in the first draft, the sounds in the vocabulary in chapter 4 were replaced and re-recorded again. practice is illustrated below.

Figure 64: **Practice 2 (Second Draft)**

## e. Chapter 6: Share Your Story

There are some revisions in the chapter 6 related to the media and content aspects, they are: practice 1, vocabulary, and practice 2.

## 1) Vocabulary and practice 1

Unlike in the first draft, the sounds in the vocabulary in vocabulary and practice 1 were replaced and re-recorded again. Vocabulary and practice 1 are illustrated in the figure 65 and 66.



Figure 65: Vocabulary (Second Draft)



Figure 66: Practice 1(Second Draft)

## 2) Practice 4

The expression of asking for direction was added in practice 4. The layout is illustrated as below.

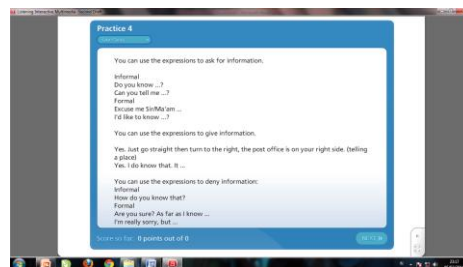


Figure 67: practice 4 (Second Draft)

## 3) Practice 5 and practice 6

Practice 6 (in the first draft) was presented before practice 5 (in the first draft).

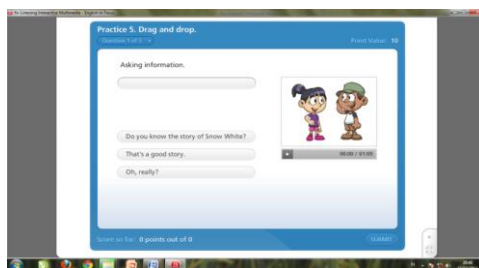


Figure 68: Practice 5 (Second Draft)

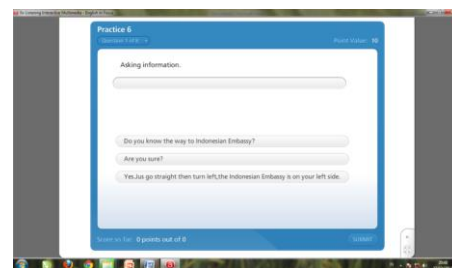


Figure 69: Practice 6 (Second Draft)

Since the materials were evaluated and revised, the sounds were re-recorded again. Some grammatical, spelling, and punctuation errors in the practice were corrected based on experts' suggestions.

## **5. The Characteristics of Appropriate Listening Interactive Multimedia**

As mentioned in chapter 1 the objective of this study is to develop an appropriate listening interactive multimedia for junior high school grade eight in second semester. Based on the data analysis, the appropriate listening interactive multimedia has some following features.

### **a. The contents**

Based on the data analysis above the contents of interactive multimedia are categorized into good category. It means the content of the interactive multimedia is appropriate to listening materials for junior high school grade eight. The content is based on the standard competence and the basic competence. The content also meets with the students' needs. The materials are arranged from the easiest to the most difficult. The materials are arranged in consistent sequence from pre-listening, whilst listening, and post listening.

### **b. The components of interactive multimedia**

#### **1) Screen design**

The text on the screen design and slides in this interactive multimedia use Articulate of 12. This idea is supported by Ivers and Barron (2002:71) who suggest that use at least 12-point font size for multimedia slides. The colours used in the text

are consistent. The texts are clear and readable. The background colour used in this multimedia is appropriate. The combination of the text and its colour background is well suited.

## **2) Audio visual**

Audio visual components in this interactive multimedia consist of text, graphic, animation, and sound. The finding of this study concludes that the combinations of those elements are categorized into good category. Since the focus of this interactive multimedia is on listening skill, the audio becomes the major component in this multimedia. This multimedia allows the user to pause, continue, and repeat the sound in the dialogues and texts. The spoken texts are divided into two types, the dialogue and monolog.

## **3) Navigation**

This study found that the navigation buttons are well arranged. There are some revisions have been made based on the media expert's suggestions. The navigation buttons help the user to control the content of the program. It is worked well and placed consistently in all parts of the interactive multimedia. As stated by Allesi and Trolip (2011: 155) the navigation buttons should be clear and easy to use by the user to prevent the possibilities of missing information.

## **4) Interactivity and Feedback**

A multimedia can be categorized as the interactive one when it allows the user to control what and when the elements are delivered. It means that the multimedia

gives the user to control the content of information, allows the user to access what he/she needs and when the information is presented Vaughan (2008: 1). Another component that influences the interactivity of multimedia is the availability of feedback. When the multimedia provides feedback for the user, it becomes interactive. Furthermore, Mirsha and Sharma (2005:4) state that the feedback is also an important thing to be added in the multimedia. So it can be called as interactive multimedia. This study found that the feedback is categorized into good category. Feedback is given immediately after answering the questions. The feedbacks are varied and give the user clue to retry the practices. The feedbacks also help the user to measure their progress in learning listening through this interactive multimedia.

## **B. Discussion**

The aimed of this research is to develop appropriate listening interactive multimedia for grade eight students of junior high school. The listening interactive multimedia was adapted from *Buku Sekolah Elektronik* (BSE) entitled *English in Focus for Grade VIII Junior High School*. This research was conducted at SMP N 4 Depok, Sleman. There were 35 students who participated in this research. The students were asked about what are their target needs and learning needs in learning English through interactive multimedia. In order to make the multimedia relevant to students' needs, a needs analysis was conducted. The target needs and learning needs were gathered by using questionnaire.

Based on the research findings, the results of the target needs can be described as follows. The first target needs is the students agreed that the listening interactive multimedia as a supporting materials. The second target needs is the listening interactive which contains language function, for instance: (1) Asking for, giving, and refusing opinion, (2) opening, extending, and ending conversation on the telephone, and (3) Asking for, giving, and denying information. The third target needs is the listening interactive multimedia which has some topics, for instance: fairy tale, story, and personal experience. The fourth target needs is the listening interactive multimedia which contains narrative text and recount text.

In terms of learning needs, the students prefer the listening interactive multimedia which helps them to learn vocabulary and its pronunciations. The second one is the students like the listening interactive multimedia which contains the dialogue, short text, and monolog as input text. The third is the students prefer 50-100 words and 100 – 150 words for the lights of the input text.

After conducting the needs analysis, the flowcharts and storyboard were design, and interactive multimedia was developed. The layout of this interactive multimedia is divided into two modes. The first is the full screen mode. The second is called the navigation screen mode. The user can change view from navigation screen mode to full screen mode. In the full screen modes shows the menu in the interactive multimedia. There are six buttons in the full screen mode. The first part is



information slides which consist of the home page button, how to use, and the developer. The second part consists of chapter 4, chapter 5, and chapter 6.

After designing the interactive multimedia, the product was evaluated by the experts judgments. The experts judgment consist of a content expert who evaluated the materials aspect and a media expert who evaluated the media aspect. The result of experts judgment related to the interactive multimedia can be describes as follows. In terms of content, the interactive multimedia interactive multimedia is categorized into good category. It means the content of the interactive multimedia is appropriate to listening materials for junior high school grade eight. The content is based on the standard competence and the basic competence. The content also meets with the students' needs. The materials are arranged in consistent sequence from pre-listening, whilst listening, and post listening.

In terms screen design, the interactive multimedia is categorized into very good category. The text on the screen design and slides in this interactive multimedia use Articulate of 12. The colours used in the text are consistent. The texts are clear and readable. The background colour used in this multimedia is appropriate. The combination of the text and its colour background is well suited.

In terms of audio visual components, the interactive multimedia is categorized into good category. The audio visual components consist of text, graphic, animation, and sound. Since the focus of this interactive multimedia is on listening skill, the

audio becomes the major component in this multimedia. This multimedia allows the user to pause, continue, and repeat the sound in the dialogues and texts.

In terms the navigation, this study found that the navigation buttons are well arranged. The navigation buttons help the user to control the content of the program. It is worked well and placed consistently in all parts of the interactive multimedia. In terms interactivity and feedback, the interactive multimedia is categorized into good category. The multimedia becomes interactive when it allows the user to control what and when the contents of information are delivered. Another component that influences the interactivity of multimedia is the availability of feedback. When the multimedia provides feedback for the user, it becomes interactive.

Based on the research findings, the interactive multimedia is considered appropriate as indicated by the questionnaires. The mean score from the content expert was 3.25 and the mean score from the media expert was 3.38. Since the interval score was  $3.0 \leq X < 3.5$ , the content and media aspect can be categorized into good category.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusions**

The objective of this research is to develop an appropriate listening interactive multimedia for *English in Focus for Grade VIII Junior High School*. The listening interactive multimedia was developed based on the needs analysis and adapt *Buku Sekolah Elektronik* entitled *English in Focus for Grade VII Junior High School*. This study is categorized into research and Development (R & D). The listening interactive multimedia was designed by following the model proposed by Alessi and Trollip. The procedures consists of planning, design, and development. Based on the research findings of the research study, the conclusions are as follows.

##### **1. Needs Analysis**

###### **a. The target needs of the listening interactive multimedia**

There are four target needs of the listening interactive multimedia. The first target needs is the listening interactive multimedia as a supporting materials. The second target needs is the listening interactive which contains language function, for instance: (1) Asking for, giving, and refusing opinion, (2) opening, extending, and ending conversation on the telephone, and (3) Asking for, giving, and denying information. The third target needs is the listening interactive multimedia which has some topics, for instance: fairy tale, story, and personal

experience. The forth target needs is the listening interactive multimedia which contains narrative text and recount text.

b. The learning needs of the listening interactive multimedia:

There are four learning needs of the listening interactive multimedia. The first learning needs is the listening interactive multimedia which helps them to learn vocabulary and its pronunciation. The second one is the listening interactive multimedia which contains the dialogue, short text, and monolog as input text. The third learning needs is the lengths of the input text that the students liked were 50-100 words and 100 – 150 words. The fourth target needs is in pre-listening activities, the students preferred Identifying pictures and Identifying key words in the text. In the while-listening the students liked answering multiple choice and true – false questions, answering multiple choice and true – false questions, and Writing answers to questions. In the post-listening activities, students preferred choosing true or false statements based on the texts, preferred answering questions, and liked fill the blank.

## **2. The Appropriate Design Of Interactive Multimedia**

Based on the research findings, the appropriate design of interactive multimedia for English in focus has the following features:

a. Listening to the dialogue and text

The goal of this study is to develop an appropriate listening interactive multimedia. Since the focus of this interactive multimedia is on listening skill, the dialogue and spoken text are major components in the interactive multimedia. The

user can learn listening through some activities in the practice. It also helps them to improve vocabulary and some expressions that they used in daily life.

There are two texts type in this multimedias. The first is narrative text in chapter 4 entitled “A Friend indeed is A Friend Indeed” and in chapter 6 entitled “Share Your Story”. The second is recount text in the chapter 5 entitled “Personal Experience”.

b. Language function

Language function is provided in every chapter in this interactive multimedia. They user may learn some expressions and also its use in the text and dialogue. The user may also study the use of language function, how to use some expressions, how to response some expressions appropriately through some practices in this interactive multimedia.

c. Vocabulary

This section presents some vocabulary with its pronunciation in the form of audio. In this section the user may learn some new words and words that are used in this interactive multimedia. The user may also study the Indonesian meaning and its pronunciation.

d. Glossary

This section provide terms with its meaning which are used in this interactive multimedia. The user can study the definition of words and terms in this interactive multimedia. Glossary helps the user to get information about terms and words which are used in this interactive multimedia.

### **3. The characteristics of an appropriate interactive multimedia**

Finally, the researcher concluded that there are six features of multimedia affect the appropriateness of interactive multimedia, namely, screen design, learner control and navigation, use of feedback, student interactivity, and video and audio elements.

#### **a. Content**

This study indicates that appropriate content should be based on the standard competence and basic competence. The content also meets with the students' needs. The materials are arranged from the easiest to the most difficult. The materials are arranged in consistent sequence from pre-listening, whilst listening, and post listening.

#### **b. Screen design**

In terms of screen design this study found that the screen design is consistently arranged. The screen design consists of lay out, graphic, text, the placement of feedback, and navigation button. The background colour used in this media is appropriate. The texts are clear and readable. The font used in this media is easy to read. The use of pictures, graphic, animation supports the materials.

#### **c. Navigation**

Relating to navigation, this study found that the navigation system is consistent and in the same location in every slide. The placement of navigations in this media is easy to understand. The navigations buttons in this media are easy to understand. The sizes of the text in the navigation buttons are readable. The instructions in navigation buttons are clear.

d. Audio and video

In terms of audio and video, this study found that the quality of sound is good and enhances the presentation of information. This multimedia allows the user to pause, continue, and repeat the sound in the dialogues and texts. The spoken texts are divided into two types, the dialogue and monolog. There is only one video in chapter 6, practice 6. The quality of this video is categorized into very good based on the media expert.

e. Interactivity

As mentioned in chapter 4, the multimedia can be categorized into interactive when the user can control the contents of the program.

f. Feedback

One of the advantages in using interactive multimedia is to prompt an autonomous learner. The user/student can measure their progress in learning listening through this program. The feedback is provided immediately after the user answers the questions. The feedbacks are varied and give the user clue to retry the practices. The feedbacks also help the user to measure their progress in learning listening through this interactive multimedia.

## **B. Implication**

Based on the findings of the alpha test and the evaluation by expert judgement, it can be concluded that the listening interactive multimedia for The Eight Grade Students of the Junior High School in the Second Semester has met

good characteristics. Therefore, the English teacher can use the interactive multimedia for teaching English.

### **C. Limitation**

There are some limitations to the study. For example,

1. The interactive multimedia in this study was developed by focusing on listening skill only and it consisted of three chapters.
2. Some pictures are not considered to support user's / student's listening comprehension.

### **D. Suggestions**

There are some suggestions for this kind of research that can be addressed to English teachers of junior high school, and other researchers.

#### **a. English Teachers**

In designing interactive multimedia certain softwares are needed. The teacher may learn some software to design interactive multimedia. Since the interactive multimedia developed is adapted from BSE, it is necessary to add some materials which are not available at BSE. The teacher may prepare the materials that will be used in interactive multimedia. If the interactive multimedia is focuses on the listening skill, the audio and video should be well prepared before designing interactive multimedia.

#### **b. Other researchers**

For other researchers who want to develop interactive multimedia can use this program as a reference. The interactive multimedia should have two or three colours as layout. The lengths of words are 50- 100 words and 100 – 150 words.



The navigation buttons should be placed consistently and have a contrast colour with the layout. The size of font is 12. The size of font for title is 14. The font types are arial and articulate narrow. There are some limitations in this interactive multimedia. The first is that this multimedia is focus on listening skill only. The second one is that some pictures are not considered to support user's/student's comprehension. The future researcher may design the interactive multimedia which contains other skills, such as reading, speaking, and writing. In terms of pictures, the future researcher should design the pictures based on the text that support the student's comprehension.

## REFERENCES

- Alessi, Stephen M. and Stanley R. Trollip. 2001. *Multimedia for Learning: Methods and Development (3rd Ed)*. Massachusetts: A Pearson Education Company.
- Badan Standar Nasional Pendidikan (BSNP). 2006. *Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. Jakarta: Depdikbud.
- Borg, W. R. & Gall, M. D. (1983). *Educational research: An introduction* (4<sup>th</sup> ed.). New York: Longman
- Roblyer, M.D., & Aaron H. Doering (2010). *Integrating Educational Technology Into Teaching (5<sup>th</sup> Ed)*. Boston: Pearson Education. Inc
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach (2<sup>nd</sup> Ed)*. Englewood Cliffs, N.J.: Prentice- Hall.
- Clark, R.C., and Richard, E.M. 2008. *E- Learning and The Science Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. Second Edition. San Fransisco: Pfeiffer.
- Celce-Murcia, M., Dörnyei, Z. & Thurrell, S. (1995) Communicative competence: A pedagogically motivated model with content specifications. On <http://escholarship.ucop.edu/uc/item/2928w4zj#page-1>, on October 14, 2012.
- Gall, Meredith D, Joyce P. Gall and Walter R. Borg. 2003. *Educational Research: An Introduction (7<sup>th</sup> Ed)*. Boston: Pearson Education.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes a Learning Centered Approah*. Cambridge: Cambridge University Press.
- Helgesen, Marc and Steven Brown. 2007. *Practical English Language Listening*. New York: McGraw-Hill Companies.
- Ivers, Karen S. and Ann E. Barron. 2002. *Multimedia Projects in Education: Designing, Producing, and Assessing (2nd Ed)*. Hershey: Libraries Unlimited.
- Khoo C. C. (1994). Interactive multimedia for teaching, learning and presentations. In C. McBeath and R. Atkinson (Eds), *Proceedings of the Second International Interactive Multimedia Symposium*, 230-236. Perth, Western Australia,. Promaco Conventions. Retrieved on October 14, 2012, from <http://www.aset.org.au/confs/iims/1994/km/khoo.html>
- Lever-Duffy, J., And Jean B.M. 2009. *Teaching and Learning with Technology*. Third edition. Boston: Pearson Education. Inc

- Mishra, Sanjaya and Ramesh C. Sharma. 2005. *Interactive Multimedia in Education and Training*. Connecticut: Idea Group Publishing.
- Nunan, D. 2004. *Task Based Language Teaching*. New York: Cambridge University Press.
- Peraturan Pemerintah No.9. 2005. *Standar Nasional Pendidikan*. Jakarta. Depdikbud.
- Reddi, Ush V. and Sanjaya Mishra. 2003. *Educational Multimedia: A Handbook for Teacher-Developers*. New Delhi: The Commonwealth Educational Media Centre for Asia.
- Richards, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press.
- Richards, J. C. (2005). *Communicative Language Teaching Today*. Singapore : SEAMEO Regional Language Center.
- Suharto, G. 2008. *STATISTIKA*. Yogyakarta: P3B UNY.
- Taylor, L 2004. "Educaional Theories and Instructional design Models Their Place in Simulation". Retrieved on October 14, 2012 from <http://www.siaa.asn.au/get/239667229/>
- Tomlinson, Brian. 2008. *English Language Learning Materials: A Critical Review*. London: Continuum International Publishing Group.
- Wilson, J.J. 2008. *How to Teach Listening*. England : Pearson Eduction Limited.
- Vaughan, Tay. 2008. *Multimedia: Make It Work (7<sup>th</sup> Ed)*. New York: McGraw-Hill.

# **APPENDIX A**

Draft of the Materials

# Developing Listening Interactive Multimedia for English in Focus

For Grade VIII Junior High School

## Chapter 4

### A Friend in Need is a Friend Indeed



1. What do you say when someone asks your opinion and you have something to say about it?
2. What do you say when someone asks your opinion and you don't know what to say about it?

#### Practice 1

Listen to the dialogue between Fandi and Alisa.

Fandi : Hi, Fandi. How is it going today?

Alisa : Oh, hi, Fandi. Well, to tell you the truth I'm quite sleepy now.

Fandi : Yeah, I noticed that you have been yawning. What did you do last night?

Alisa : I stayed up late last night. I watched a new film on DVD, *Troy*.

Fandi : So, how was it?

Alisa : *It's a cool film*. Brad Pitt was so lovely. How about you? What do you think about it?

Fandi : *I didn't like it. I think it's boring.*

### Vocabulary

Study the following vocabulary below.

Sleepy	: mengantuk
Yawn	: menguap
Stay up	: terjaga
watch	: menyaksikan
boring	: bosan
difficult	: sulit
teenage	: remaja
lie	: kebohongan
worse	: menjadi lebih buruk
abroad	: keluar negeri
bookstore	: toko buku
interest	: minat

### practice 2

Matching the words with its meaning.

Alive	Hidup
Friend	Ketakutan
Chase	Teman
Terrify	Mengejar
Whisper	Membisikan
Catch	Mendaki
Climb	Menyebrang
Cross	Menangkap

Pretend	Menyerang
Attack	Berpura pura

### Practice 3

In the dialogue between Fandi and Alisa you find expressions with different functions. Here are the expressions presented in a table.

You can use these expressions to ask for an opinion.	
What do you think of ...?	Informal
What are your views about ...?	
What are your feelings about ...?	
Excuse me, Madam. What do you feel about...?	formal
I'd be grateful to have your view/opinion on ....	

You can use these expressions to give an opinion.	
I think ....	Informal
In my opinion ....	
My own view of the matter of the problem is ....	formal

You can use these expressions to decline an opinion:	
Well, I'm thinking the opposite way ....	
I don't think so. To my mind ....	
If I may say so, ....	

### Practice 4

Listen to the dialogue then fill in the blank.

- Eric : Morning, Susan.  
Susan : Morning, how are you today, Eric?  
Eric : Oh, .... You?  
Susan : I'm fine too.  
Eric : Susan, have you finished your homework? ..... ?  
Susan : Yeah, I've done it. *It's* .... though.

2. Susan : Hi, Eric.  
     Eric : Hi, Anton.  
     Susan : Have you read the latest Harry Potter?  
             .... *Harry Potter novels are very exciting.*  
             How about you?  
     Eric : *I don't think so. I think ....*
3. Mother : Anton, come here a minute.  
     Anton : Yes, Dad, what is it?  
     Father : What do you say if we go to the bookstore tomorrow to buy some story books?  
     Anton : I think it's ... , Dad!

### Practice 5

Complete the following dialogues using expressions of asking for, giving, and refusing opinions.

1. Your friend : What is your opinion about Indonesian teenagers nowadays?  
     You : A. They spent most their time in social media.  
           B. I think the story is quite touching.  
           C. It's quite dramatic.
2. Your friend : What do you feel if someone lies to you?  
     You : A.. I think it's getting much better.  
           B. I think I will not trust him anymore  
           C. I think she is a good friend.
3. Your friend : Do you think this jacket is good?  
     You : A. Yes it is. I think the jacket is good.  
           B. I think I will not trust him anymore.  
           C. They spent most their time in social media.
4. Your friend : The damage of our forest is getting worse, don't you think?  
     You : A. Yes, I think it's getting worse.  
           B. It's quite dramatic.  
           C. I think the story is quite touching.
5. Your friend : What is your view about studying abroad?  
     You : A. I think that's will be a great experience.  
           B. It's quite dramatic.  
           C. I think the story is quite touching.
6. Your friend : What do you think of Indonesian movies today?  
     You : A. I think that's will be a great experience.  
           B. I think it's getting much better.  
           C. I think she is a good friend.



## Practice 6

Study the following dialogue.

Erna : Where do you go, Fandi?

Fandi : Oh, hi Erna. I'm going to the bookstore.

Erna : I see. Is there any books that you are interested in?

Fandi : Yes. I'm looking for the last series of Harry

Potter : I can't wait to have it.

Erna : Oh, Harry Potter. Actually I have that one.

*Maybe you want to borrow it from me?*

Fandi : *Thanks a lot, Erna. But I'd like to have it myself.* So I must buy it.

Erna : Oh, sure. All right, I get to go. Bye.

Fandi : Bye, Erna.

## Practice 7

Drop-down the answer.

*Ida and Fandi are walking home from school.*

Complete the missing text.

Ida : It's very 1)... today, isn't it?

Uni : Yeah, it is. I wish I had a can of 2) ... coke now.

Ida : Yeah, me too. Ups, here is my 3) .... Do you want to come in?

Uni : 4) .. , thanks very much.

Ida : Please,5) ... Uni.

Uni : Thanks, Ida. Wow. It's 6) .. and 7) .. here.

Ida : I've turned on the 8) ... Anyway, do you want something to drink?

Uni : Yes, please. Anything would be fine, as long as it is cold.

## Speech Act

To ask for things, you could use these expressions.	
Can I have ... ?	Informal
Would you be so kind to give me ... ?	Formal (to older people or stranger)

To offer things, you could use these expressions.	
Will you have ... ?	Informal
Do you want ... ?	
Would you like ... ?	Formal (to older people or stranger)

To give things or something to someone, you could use these expressions.	
Take this ...	

Let me give you ...

To reject things or something, you could use these expressions.

No, thank you.

That's very kind, but I won't, thank you.

### Practice 8

Complete the dialogue with appropriate responses.

1.



What's your opinion about using the internet to get in touch with our friends?

2.



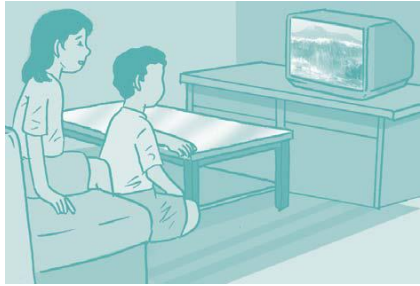
What do you think about our new friend, Anita?

3.



What do you think about the story of Malin Kundang?

4.



Do you have an  
opinion on the  
movie?

5.



What do you think  
about the short story  
on the radio?

### Practice 9

Look at the picture. Then answer the questions.



1. What do you think of the picture?
2. Is it a legend, myth, or fable?
3. What does the picture tell you about?

### Practice 10

Listen to a short story and fill in the blanks.

#### The Two Friends and the Bear

John and James were two friends who were crossing a 1) .... Suddenly, they hit a huge black 2) ... . imagine how terrified they were. They tried to run but the bear 3) ... them 4) ...managed to climb up into a tree but, 5) ... fell to the ground and pretended to be dead. He knew that a bear will only attack something if it is 6) ...

The bear 7) ...him all over, while the man tried to hold his breath as best he could, hoping that the animal would not discover the pretence. Finally, the bear must have thought that the man really was 8) ...

Finally, the danger over, John came down from the tree and asked his friend, "Well, what did the bear 9) ... into your ear?". The bear 10) ..., "It would be good if you fell from the tree and pretended to be dead with me!"

### Practice 11

Listen to the story again. Then, decide, whether the statements are true or false.

1. John and James were two friends.
2. They hit a huge stone in the mountain.
3. They tried to run but the bear chased them.
4. John fell to the ground.
5. James pretended to be dead.
6. The bear smelled the stone.

## Chapter 5

### Personal Experience



1. What will you say to start a conversation over the phone?
2. If your friend looks sick, what do you say to show your attention?

#### Practice 1

Listen to the dialogue between Eric and Susan

Eric : Hello.  
 Susan : Hello. May I speak to Eric?  
 Eric : This is Eric. Who's speaking?  
 Susan : This is Susan. I just want to tell you that I can't go the bookstore with you today.  
 Eric : Hold on. Tell me what's wrong?  
 Susan : Well, my brother is being treated in the hospital for dengue fever. So I have to stay in the hospital today.  
 Eric : Oh I'm sorry to hear that. I hope your brother will get well soon.  
 Susan : Thanks, Eric. I hope so.

#### Vocabulary building

Study the following vocabulary below.

Treat	: Merawat
Fever	: Demam
Hospital	: Rumah sakit

Dengue fever	: Demam berdarah
Submit	: Mengumpulkan
Headache	: Sakit kepala

### Practice 2

Match the words with its meaning.

1.Beverage	a. khawatir
2.Medicine	b. toko obat
3.Examine	c. resep dokter
4.Worry	d. obat-obatan
5.Prescription	e. memeriksa
6.Drugstore	f. minumam

### Practice 3

In the dialogue between Eric and Susan you find expressions with different functions.

Here are the expressions presented in a table.

You can use the expressions to start a conversation on phone.	
Hello. This is ....	Informal
Hello. ... speaking.	
Can I speak to ...	
May I speak to ...	Formal (to older people or stranger)

You can use the expressions to extend a conversation on phone.	
By the way.	Informal
Furthermore, ....	Formal
Moreover, ...	

Asking people to wait on the phone
------------------------------------

Hold on ...	
-------------	--

You can use the expressions to end a conversation.	
See you then. Bye. I'll call you later.	Informal
All right. See you again, Sir/Ma'am. Thank you very much.	Formal

#### Practice 4

Listen to the dialogue between Eric and Susan once again and then state whether the statements belong to starting, extending, and opening conversation on the telephone.

Starting	Extending	Ending

#### Practice 5

Arik : Hello. Can I speak to Deni?

Deni : Speaking. Who is this?

Arik : This is Arik. Deni could you help me to submit my homework? I think I will be absent for two days.

Deni : Why?

Arik : I get fever.

Deni : Oh, I'm sorry to hear that. I hope you will get well soon.

Anyway. How did you get fever?

Arik : I was caught in the rain for an hour yesterday,

Deni : oh, ok, get well soon Arik.

Arik : Thanks Deni. Bye.

Deni : Bye.

### Questions

1. How does Arik open the conversation? What does he say?
  - A. Hello. Can I speak to Deni?
  - B. Speaking. Who is calling?
2. What does Arik ask to Deni?
  - A. He asks to submit his homework.
  - B. A letter.
  - C. He asks Deni to call him immediately.
3. What happened with Arik?
  - A. He get fever.
  - B. He went on vation.
  - C. He got an accident.
4. How did he get the fever?
  - A. He was caught in the rain for an hour yesterday.
  - B. He ate too much iced cream.
  - C. He didn't sleep well.

### Practice 6

Listen to the dialogue between Arik and Deni once again and then state whether the statements belong to starting, extending, and opening conversation on the telephone.

Starting	Extending	Ending

### Practice 7

Deni : Hello. Can I speak to Ita?

Ita : Yes, speaking. Who is calling?

Deni : This is Deni. Ita, I want to tell you that your brother got an accident and now



he is hospitalized at RS. Melati.

Ita : Oh my Goodness. Is he all right? How did he get the accident?

Deni : He is fine. A motorbike hit him on his way to school.

Ita : Ok, thank you Deni for your information. I'll go to the hospital now. Good-bye.

Deni : Bye.

Answer the following questions.

1. Who calls?
  - A. Deni.
  - B. Ita.
  - C. Deni's brother.
  - D. Ita's brother.
2. What happened with Ita's brother?
  - A. He got a fever.
  - B. He got an accident.
  - C. He fell down from the stairs.
3. Where is Ita's brother when the conversation takes place?
  - A. He is hospitalized at RS. Melati
  - B. At home.
  - C. On the way to school.
  - D. At Deni's home.
4. How 's Ita's brother after the accident happened ? is he alright?
  - A. A motorbike hit him on his way to school.
  - B. He fell down from the bike.
  - C. A car hit him on the way to school.
  - D. A car hit him on the way to Deni's home.

## Practice 8

Listen to the dialogue between Ita and Deni once again and then state whether the statements belong to starting, extending, and opening conversation on the telephone.

Starting	Extending	Ending

## Practice 9

Listen to the dialogue and fill in the blanks.

Saskia : Good afternoon, Doctor.

Doctor : 1 ... , Saskia. Please sit down. Tell me what's your problem?

Saskia : Well, it 2 ... yesterday, Doctor. I had a fever and headache all day.

Doctor : Ok, let me 3 ... you first. (After a while ...)

Saskia : So, Doctor, how is it?

Doctor : It's 4 ... serious. You've caught a cold. I suggest you to take a rest tomorrow and don't drink some cold 5 ... . You may not eat fried food also for a while.

Saskia : All right, Doctor. Whatever you say.

## Practice 10

Listen to the monologue text.

My name is Andre. I am fourteen years old. I have a little brother. His name is Andy. He is four years younger than me. Two days ago Andy had a 1fever. My mother tried to lower the fever by giving him some 2medicine. However, the next day, his fever had still not gone down. So she took Andy to the 3hospital. In the hospital, the doctor 4examined Andy. Then he said that Andy had 5dengue fever. My mother was very worried, my father tried to calm her down because

Andy's 6illness wasn't very bad. "There is still hope," said the doctor to my mother. Every day, the doctor 7checked Andy and gave him the proper 8treatment and medicine.

Finally a week after, Andy's fever had gone down. The doctor told us that the critical time had passed and Andy could go home as soon as possible.

Listen to the monologue text once again. Then, answer the questions.

1. How old is Andre?
  - A. 40.
  - B. 14.
  - C. 41.
  - D. 44.
2. What is Andre's little brother's name?
  - A. Andy.
  - B. Rahman.
  - C. Deni.
  - D. Abu.
3. How old is Andy's brother?
  - A. 11.
  - B. 12.
  - C. 10.
  - D. 14.
4. When did Andy get fever?
  - A. Two days ago.
  - B. Four days ago.
  - C. Two weeks ago.
  - D. Five days ago.
5. What did Andy's mother do?
  - A. She bought him a model of aeroplane.
  - B. She called the doctor.
  - C. She tried to lower the fever by giving him some medicine.
6. What did the doctor say about Andy?
  - A. He said Andy had dengue fever.
  - B. He said Andy had fever.
  - C. He said Andy got a terrible headache.
  - D. He said Andy should take a rest.
7. What did the doctor do to cure Andy?
  - A. He asked Andy to take a rest.
  - B. He gave Andy medicine without treatment.
  - C. He asked Andy to stay in the hospital.
  - D. Everyday, he checked Andy and gave him the proper treatment and medicine.

## Practice 11

Listen to some questions about Beni's diary. Then choose a, b, c, or d for the correct answer.

April 2008

14 Monday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill, too.

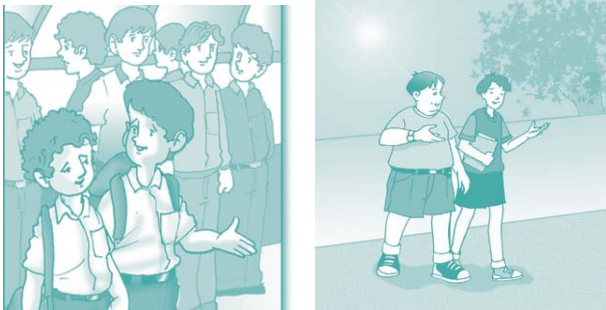
15 Tuesday. The doctor came at 11 o'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

16 Wednesday. Dad bought me a model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue. Mum took the dog to the vet. I took my medicine again. Yuck!Yuck!

1. What happen with Beni on 14 Monday?
  - a. He was ill.
  - b. He called the doctor.
  - c. He went back to bed.
  - d. His mum came to his house.
2. Why couldn't the doctor come?
  - a. The doctor was away.
  - b. The doctor was sick.
  - c. The doctor was busy.
  - d. The doctor was on the way.
3. What did the doctor write?
  - a. The doctor wrote a prescription.
  - b. The doctor came to Beni's house.
  - c. The doctor went to the shop.
  - d. The doctor bought him some medicines
4. What did mum buy in drugstore?
  - a. Prescription.
  - b. Spices.
  - c. Medicines.
  - d. Thermometer.
5. How did Beni get a model of aeroplane?
  - a. From his father.
  - b. From his mother.
  - c. From his grandfather.
  - d. From his doctor.

## Chapter 6

### Share Your Story



1. Have you ever asked your friend for information?
2. What do you say when your friend asks for information?

#### Vocabulary

Study the vocabulary below.

Princess	: Putri
Prince	: Pangeran
Stepmaother	: Ibu tiri
Jealous	: Cemburu
Live	: Tinggal
Reach	: mencapai
Discover	: menemukan
Cover	: membungkus

#### Practice 1

Match the words with its meaning.

Granny	: Melahap
Basket	: Memakan
Eat	: Penebang kayu
Shout	: Berteriak
Woodcutter	: Keranjang

Gobble : Nenek

## Practice 2

Listen to the dialogue between Ata and Deni then answer the following questions.

Ata : Hi Deni

Deni : Hello Ata. Where have you been?

Ata : I have been from book store. I was looking for a novel.

Deni : What novel?

Ata : the latest Harry Potter series. I couldn't find it yet. Can you tell me where I can get it?

Deni : Yes, sure. Just go to the Toga Mas book store. You can find it on the second floor.

Ata : Thank you Deni for your information. Are you sure it is on the second floor? As far as I know the second floor is café.

Deni : oh, I'm sorry. I forgot. I mean on the first floor.

Ata : Ok Ata. Thank you for your information. Bye.

Deni : Bye.

## Questions.

1. On what floor can he find the novel?
  - a. On the first floor.
  - b. On the second floor.
  - c. On the third floor.
2. What novel was Ata looking for?
  - a. Harry potter.
  - b. Snow white.
  - c. Alice in wonderland.
3. With whom is Ata talking to?
  - a. Shopkeeper.
  - b. Waiter.
  - c. Deni.

## Practice 3

Listen to the dialogue between Dita and Ana and then state whether the statements are true or false.

Dita : Hi Ana. Are you busy?

Ana : Hello Dita. I'm free today. What can I do for you?

Dita : Can you help me? My teacher asked me to write a short story about any fairy tale. Do you know the story of Snow White?

Ana : Yes, sure. This is the story about a beautiful princess and her stepmother. She was very jealous of her daughter's beauty and wanted to do something bad to her. The queen turned Snow White into a witch. Snow White was put into sleep for years. Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

Dita : that's a good story.

Ana : Yes it is. Do you know that snow white has been filmed and Angelina Jolie played as snow white?

Dita : Are you sure? As far as I know the snow white role was played by Kristen Stewart.

Ana : Oh really? Have you watched the movie?

Dita : not yet. By the way thanks for the story.

Ana : anytime.

No.	Statements	True	False
1.	Snow white is a bad princess		
2.	The story of snow white is a famous story.		
3.	Dita's teacher asked him to write a short story about any fary tales.		
4.	Dita needs Ana help to do his assignment.		
5.	Dita knows the story of snow white very well.		
6.	There are some moral values in the story of snow white.		

## Practice 4

In the dialogue between Dita and Ana you find expressions with different functions. Here are the expressions presented in a table.

You can use the expressions to ask for information.	
Do you know ...? Can you tell me ...?	Informal
Excuse me Sir/Ma'am I'd like to know ...?	formal
You can use the expressions to give information.	
Yes. Just go .... Just go straight then turn to the right, the post office is on your right side. (telling a place) Yes, I do know that. It ....	
You can use the expressions to deny information.	
How do you know that?	Informal
are you sure? As far as I know .... I'm really sorry, but ...	formal

## Practice 5

Listen to the dialogue between Dita and Ana once again and then state whether the statements belong to asking information, giving information, and denying information.

Asking information	Giving information	Denying information

## Practice 6

Listen to some expressions. Then, classify each of it to the following table by writing the number of the expression

1. Do you know the way to Indonesian Embassy?
2. Are you sure?



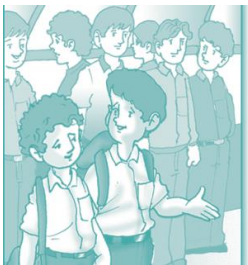
- 3. Yes. Just go straight then turn to the left, the Indonesian Embassy is on your left side.
- 4. Can you tell me where I can buy the Oxford ESL dictionary?
- 5. Hey, how do you know that?
- 6. You can't be right.
- 7. Absolutely. Just go to foreign bookstore on Jalan Supratman.
- 8. I'd like to know more about Mr Sebastian, our new English teacher.

Practice 7

Complete the following dialogue with appropriate responses.



Can you tell me about the story of Malin Kundang , Edy



Could you tell me Where the library is?



Can you tell me where I can buy the novel?

Asking information	Giving information	Denying information

--	--	--

### Practice 8

Listen to the story of The Flowers from The Moon.

High in the mountains lived a prince whose great wish was to journey to the moon, because he loved its gentle glow. His dream finally came true. When he reached the moon he discovered its light came from the moon king's beautiful daughter.

The two young people soon fell in love, but the worlds they came was just too different and soon they had to part. As a sign of her great love, the moon king's daughter gave the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was brought to earth.

Answer the following questions.

1. Where did the story take place?
  - a. In the moon.
  - b. In the palace.
  - c. In the garden.
2. What did the prince great wish?
  - a. Journey to the moon.
  - b. Journey to the paradise.
  - c. A flower.
3. Why did the prince had such a wish?
  - a. Because she loved the moon's gentle glow.
  - b. Because she loved flower.
  - c. Because she wanted to travel to paradise.
4. What did happen when he reached the moon?
  - a. He met with the princess.
  - b. He met with King's beatiful daughter.
  - c. He discovered its light came from the moon King's beatiful daughter.

5. What did the king give to the prince?
  - a. The light.
  - b. The moon
  - c. One of the smooth and lovely flowers that covered the moon like snow.

### Pratice 9

Listen to the story of Little Red Riding Hood then answer the questions.



### Questions.

1. Who did Little Red Riding Hood visit in the story?
  - A. her grandma.
  - B. her aunty.
  - C. her teacher.
2. What animal did she see on her way through the woods?
  - A. A cat
  - B. A rabbit.
  - C. A wolf.
3. Who got to Grandma's house before Little Red Riding Hood ?
  - A. The wolf.
  - B. The woodcutter.
  - C. Her sister.
4. What did the wolf do when he got to Grandma's ?
  - A. Watched a television.

- B. Made her a cake.
  - C. Gobbled her up.
5. Why was Little Red Riding Hood not frightened of the wolf at Grandma's house ?
- A. He was dressed in Grandma's nightdress.
  - B. He gave her some sweets.
  - C. She thought he was kind.
6. Which of these things did Little Red Riding Hood say to the wolf ?
- A. "Granny, may I have a drink?"
  - B. "Granny what big eyes you have".
  - C. "Granny you just look like the wolf".
7. Who helped Little Red Riding Hood when the wolf was chasing her ?
- A. A woodcutter.
  - B. A police man.
  - C. Grandma.
8. What would be a good start for this story ?
- A. One day in a beautiful city.
  - B. It was a cold day in the city.
  - C. Once upon a time.
9. What is a good description for the wolf?
- A. A wicked.
  - B. Helpful
  - C. Kind.
10. What tool did the woodcutter have?
- A. An axe.
  - B. A harmer.
  - C. A knife.

# **APPENDIX B**

## **The Course Grid**

# COURSE GRID

School : SMPN 4 Depok Sleman  
 Class : VIII  
 Semester : 2  
 Subject : English

**Standard of Competencies** : Understanding the meaning in simple transactional and interpersonal texts to interact with the closest environment

Basic Competence	Indicators	Name of Lesson Unit	Topic	Input Text	Task	Key Vocabulary
<b>7.1 Listening</b> Responding to the meaning of transactional (to get things done) and interpersonal (to socialize) texts using simple spoken language accurately, fluently, and acceptably, to interact with the closest environment employing speech act: asking for, giving goods and services, and refusing to do something, asking, giving, and denying information, asking for, giving, and refusing an opinion, offering, accepting, and refusing something	The students are able to: <ul style="list-style-type: none"> <li>identifying the meaning of the words in the input text</li> <li>getting detailed information from the text.</li> <li>identifying the expression of asking and giving opinions.</li> <li>listening and give response to a narrative text.</li> </ul>	<b>A Friend in Need is a Friend Indeed</b>	Story	Narrative	<p><b>Pre-listening</b></p> <p>Get ready to listen.</p> <ul style="list-style-type: none"> <li>Looking at the pictures related to the topic and answers some questions based on the pictures.</li> <li>Listening to the spoken text related to the topic.</li> <li>Listening some vocabulary and matching with its meaning.</li> </ul> <p><b>While-listening</b></p> <ul style="list-style-type: none"> <li>Listening to the dialogue then complete the missing words by dragging and dropping the correct answers.</li> <li>Listening the dialogue then answer the multiple-choice questions.</li> <li>Listening to the dialogue then answer the questions by dragging and dropping the correct answers.</li> </ul> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>Listening to the dialogue then answer the questions by dropping and downing the correct answers.</li> <li>Listening the dialogue then answer the multiple-choice questions.</li> </ul> <p>Listening the dialogue then answer true-false questions.</p>	<b>Watch</b> <b>Yawning</b> <b>notice</b> <b>get in touch</b> <b>crossing</b> <b>pretended</b> <b>discover</b> <b>pretended</b> <b>thought</b>

Basic Competence	Indicators	Name of Lesson Unit	Topic	Input Text	Task	Key Vocabulary
<b>7.1 Listening</b> Responding to the meaning of transactional (to get things done) and interpersonal (to socialize) texts using simple spoken language accurately, fluently, and acceptably, to interact with the closest environment employing speech act: asking for, giving agreement, responding to the statements, giving attention to the speaker, starting, extending, and ending a conversation on the telephone	The students are able to: <ul style="list-style-type: none"> <li>• identify the meaning of the words in the input text.</li> <li>• get detailed information of the text.</li> <li>• identify the expression of starting, extending, and ending a conversation on the telephone</li> <li>• listen and give response to a recount text.</li> </ul>	<b>Personal Experience</b>	<b>Personal Experience</b>	<b>recount</b>	<p><b>Pre-listening</b></p> <p>Get ready to listen.</p> <ul style="list-style-type: none"> <li>• Looking at the pictures related to the topic and answers some questions based on the pictures.</li> <li>• Listening to a dialogue containing the expressions of starting, extending, and ending a conversation on the telephone.</li> <li>• Listening to some vocabulary and matching with its meaning.</li> </ul> <p><b>While-listening</b></p> <ul style="list-style-type: none"> <li>• Listening to the dialogue then answer the multiple-choice questions.</li> <li>• Listening to the dialogue then answer true-false questions</li> <li>• Listening to the dialogue then dragging and dropping the correct answers</li> </ul> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>• Listening to the dialogue then answer the multiple-choice questions.</li> </ul>	<b>Fever Lower Examined Treatment Called Prescription</b>

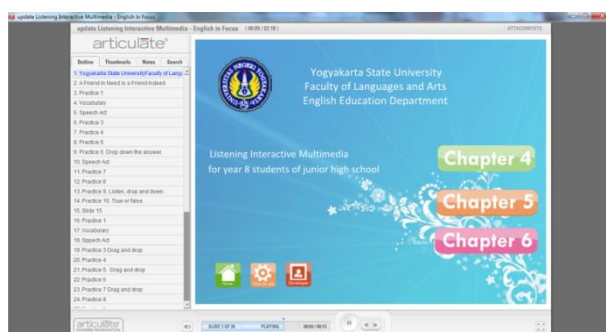
Basic Competence	Indicators	Name of Lesson Unit	Topic	Task	Task	Key Vocabulary
<b>7.2 Listening</b> Responding to the meaning of transactional (to get things done) and interpersonal (to socialize) texts using simple spoken language accurately, fluently, and acceptably, to interact with the closest environment employing speech act: asking for, giving goods and services, and refusing to do something, asking for, giving, and refusing an opinion, offering, accepting, and refusing something	The students are able to: <ul style="list-style-type: none"> <li>• identify the meaning of the words in the input text.</li> <li>• Get detailed information of the text.</li> </ul> identify the expression of asking, giving and denying information.	<b>Share Your Story</b>	<b>Fairy tale</b>	<b>Narrative</b>	<p><b>Pre-listening</b></p> Get ready to listen. <ul style="list-style-type: none"> <li>• Looking at the pictures related to the topic and answers some questions based on the pictures.</li> <li>• listening a dialogue containing the expressions of asking for, giving goods and services.</li> <li>• Listening some vocabulary and matching with its meaning.</li> </ul> <p><b>While-listening</b></p> <ul style="list-style-type: none"> <li>• Listening to the dialogue then answer some questions by dragging and dropping the correct answers.</li> <li>• Listening to the dialogue then answer the multiple-choice questions.</li> </ul> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>• Listening to the dialogue then complete the missing words by dragging and dropping the correct answers.</li> <li>• Listening to the dialogue then answer the multiple-choice questions.</li> </ul>	Princess Prince Stepmaother Jealous Cemburu Live Reach Discover Cover



# **APPENDIX C**

## **The First Draft of Interactive Multimedia**

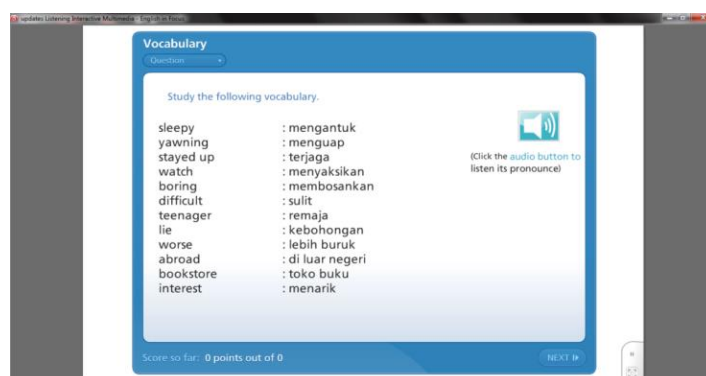
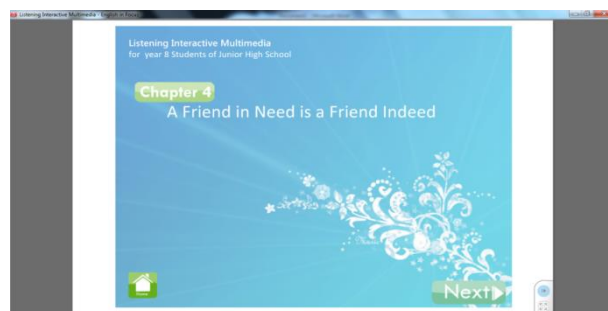
## First Draft of Listening Interactive Multimedia





**Name** : Rizka Amin Setiawan  
**Place, date of birth** : Biora, February 8th, 1988  
**Address** : Jl. Gejayan, Sleman DIY  
**Phone Number** : 085640008956  
**Email** : setiawan\_rizka@yahoo.co.id





Practice 2  
Question 1 of 2  
Point Value: 10

Matching the words with its meaning.

Click the audio button to listen its pronunciation.

1. Alive	teman
2. Friend	membisikan
3. Chase	mengejar
4. terrify	hidup
5. whisper	ketakutan

Score so far: 0 points out of 0

SUBMIT

Speech Act

expressions to ask for an opinion

expressions to give an opinion

expressions to decline an opinion

expressions to ask for an opinion

Informal  
What do you think of ...?  
What are your views ...?  
What are your feelings about ...?

Formal  
Excuse me, Madam. What do you feel about...?  
I'd be grateful to have your view/opinion on ....

Practice 4  
Question 1 of 3  
Point Value: 10

Complete the conversation by doing drop and down the answer.

Eric : Morning, Susan.  
Susan : Morning, how are you today, Eric?  
Eric : Oh...You?  
Susan : I'm fine too.  
Eric : Susan, have you finished your homework? ... ?  
Susan : Yeah, I've done it. It's ... though.

(Click the audio button to listen to the text)

Score so far: 0 points out of 0

SUBMIT

**Practice 5**  
Question 1 of 10  
Point Value: 10

Complete the following dialogues using expressions of asking for, giving, and disagreeing opinions.



(Click the audio button to listen to the text)




Score so far: 0 points out of 0

[SUBMIT](#)

**Practice 5**  
Question 1 of 10  
Point Value: 10

Study the following dialogue.



Score so far: 0 points out of 0

[NEXT](#)

**Practice 7. Drop down the answer.**  
Question 1 of 10  
Point Value: 10

Complete the text by drop and down the answer. (Click the audio button to listen to the text)



Ida : It's very ... today, isn't it?

Fandi : Yeah, it is. I wish I had a can of coke now.

Ida : Yeah, me too. Ups, here is my ...

Ida : Would you like to come in?

Fandi : ..., thanks very much.

Ida : Please, ... Fandi.

Fandi : Thanks, Ida. Wow. It's nice and ...

Ida : I've turned on the ... Anyway, would you like something to drink?

Fandi : Anything would be fine, as long as ...


Score so far: 0 points out of 0

[SUBMIT](#)

**Speech Act**

To offer things, you could use these expressions.

Informal  
Will you have ... ?  
Do you want ... ?  
Formal (to older people or stranger)  
Would you like ... ?





updates: Listening Interactive Multimedia - English on Focus

### Practice 8

Questions 1 of 5

Point Value: 10

Complete the dialogue with appropriate responses.



(Click the audio button to listen to the text)


Score so far: 0 points out of 0

SUBMIT

updates: Listening Interactive Multimedia - English on Focus

### Practice 9

Questions 1 of 5



1. What do you think on the picture tells you about?  
2. Is it a legend, myth, or fable?  
3. What does the picture tell you?

Score so far: 0 points out of 0

NEXT

updates: Listening Interactive Multimedia - English on Focus

### Practice 10. Listen, drop and down.


Questions 1 of 5

Point Value: 10

Listen to a short story and drop-down the missing words.

The Two Friends and the bear

(Click the audio button to listen to the text)



John and James were two friends who were crossing a ... -- Select --

Suddenly, they hit a huge black ... imagine how terrified they were. -- Select --

They tried to run but the bear ... them. -- Select --

... managed to climb up into a tree but, ... -- Select --

... fell to the ground and pretended to be dead. -- Select --

He knew that a bear will only attack something if it is ... -- Select --

Score so far: 0 points out of 0


SUBMIT

Listening Interactive Multimedia - English in Focus

Practice 11. True or false.

Point Value: 10

1. John and James were two friends.



☐ True  
☐ False

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia  
for year 8 Students of Junior High School

Chapter 5

Personal Experience

Next

updates Listening Interactive Multimedia - English in Focus

Practice 1


1. What will you say to start a conversation?  
2. If your friend looks sick, what do you say to show your attention?

Score so far: 0 points out of 0

NEXT

Practice 1

Study the following dialogue.



Click the button to listen to the audio

Score so far: 0 points out of 0

NEXT

Vocabulary

Study the following vocabulary below.

Treat	: merawat
Fever	: demam
Hospital	: rumah sakit
Dengue fever	: demam berdarah
Submit	: mengumpulkan
Headache	: sakit kepala

Score so far: 0 points out of 0

NEXT

Practice 2

Match the words with its meaning.

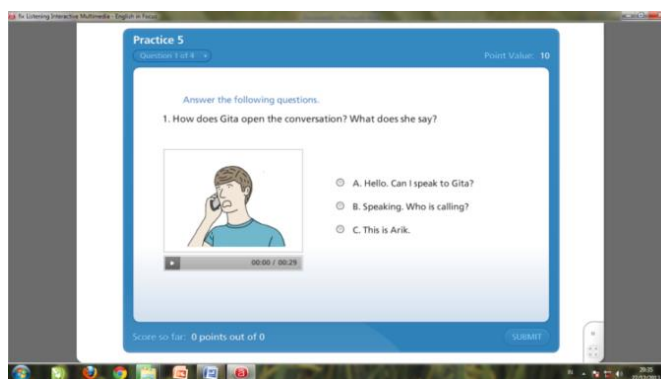
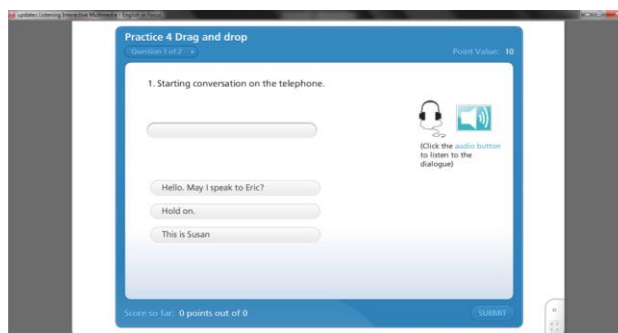
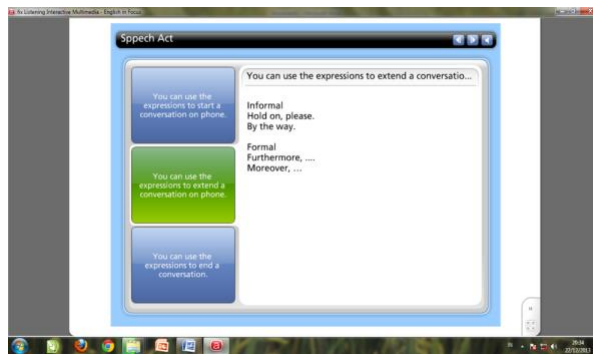
Click the audio button to listen its pronounce.

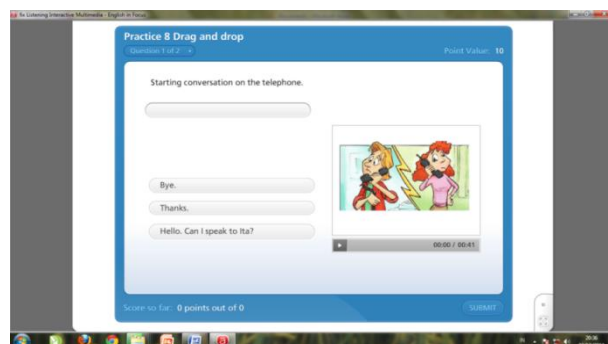
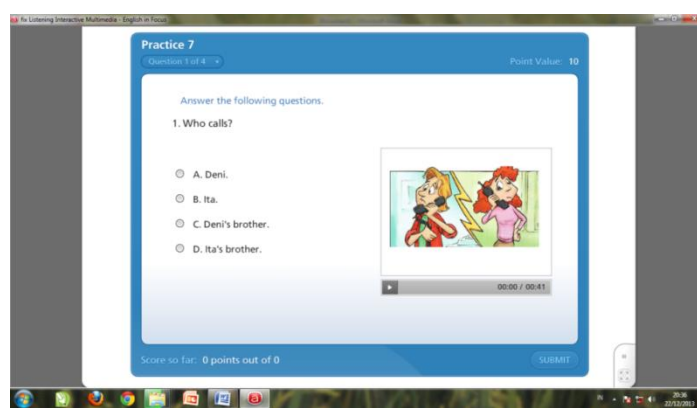
1. Beverage	resep dokter
2. Medicine	memeriksa
3. Examine	obat-obatan
4. Worry	toko obat
5. Prescription	khawatir
6. Drugstore	minuman

Score so far: 0 points out of 0

SUBMIT








Listening Interactive Multimedia - English in Focus

Practice 10  
Question 9 of 11  
Point Value: 10

1. How old is Andrea?



☐ A. 40  
☐ B. 14  
☐ C. 41  
☐ D. 13


Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia - English in Focus

Practice 11  
Question 10 of 11  
Point Value: 10

1. What happen with Beni on 14 Monday?



☐ A. He was ill.  
☐ B. He called the doctor.  
☐ C. He went back to bed.  
☐ D. His mum came to his house.

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia  
for year 8 Students of Junior High School

Chapter 6

Share Your Story

Next

Chapter 6  
Question 1 of 1  
Share Your Story



1. Have you ever asked your friend for information?  
2. What do you say when your friend asks for information?

Score so far: 0 points out of 0

NEXT

**Vocabulary**

Study the following vocabulary below.  
Click the button to listen to the text.

Princess	: Putri
Prince	: Pangeran
Stepmother	: Ibu tiri
Jealous	: Cemburu
Live	: Tinggal
Reach	: Mencapai
Discover	: Menemukan
Cover	: Terbungkus


Score so far: 0 points out of 0

Next

**Practice 1**

Point Value: 10

1. On what floor can he find the novel?



00:00 / 00:04

☐ A. On the first floor.  
☐ B. On the second floor.  
☐ C. On the third floor.

Score so far: 0 points out of 0


Submit

**Practice 2**

Point Value: 10

1. Snow white is a bad princess.

☐ True  
☐ False



00:00 / 01:05

Score so far: 0 points out of 0

Submit

**Practice 3**

You can use the expressions to ask for information.

Informal  
Do you know ...?  
Can you tell me ...?

Formal  
Excuse me Sir/Ma'am ...  
I'd like to know ...?

You can use the expressions to give information.

Yes. Just go ... (telling a place)  
Yes. I do know that. It ...

You can use the expressions to deny information:

Informal  
How do you know that?

Formal  
Are you sure? As far as I know ...  
I'm really sorry, but ...

Score so far: 0 points out of 0

Next

**Practice 4. Drag and drop.** Point Value: 10

Asking information.


Do you know the story of Snow White?

That's a good story.

Oh, really?

Score so far: 0 points out of 0

**SUBMIT**





**Practice 5** Point Value: 10

Complete the following dialogue with appropriate responses.

1. Can you tell me about the story of Malin Kundang?

A.    (Click the audio button to listen to the dialogue.)

B.   

C.   

Score so far: 0 points out of 0

**SUBMIT**



**Practice 6** Point Value: 10

Asking information.

Do you know the way to Indonesian Embassy?

Are you sure?

Yes. Just go straight then turn left, the Indonesian Embassy is on your left side.

Score so far: 0 points out of 0

**SUBMIT**

**Practice 7 Drag and drop** Point Value: 10

Match the words with its meaning.

 (Click the audio button.)


granny	keranjang,
basket	memakan
ate	melahap
shouted	berteriak
woodcutter	penebang kayu
gobbled	nenek

Score so far: 0 points out of 0

**SUBMIT**

Practice 8  
Question 1 of 5  
Point Value: 10

1. Where did the story take place?




☐ A. In the moon.  
☐ B. In the palace.  
☐ C. In the garden.

Score so far: 0 points out of 0

SUBMIT

Practice 9  
Question 1 of 10  
Point Value: 10

1. Who did Little Red Riding Hood visit in the story?



☐ A. Her grandma.  
☐ B. Her uncle.  
☐ C. Her aunty.

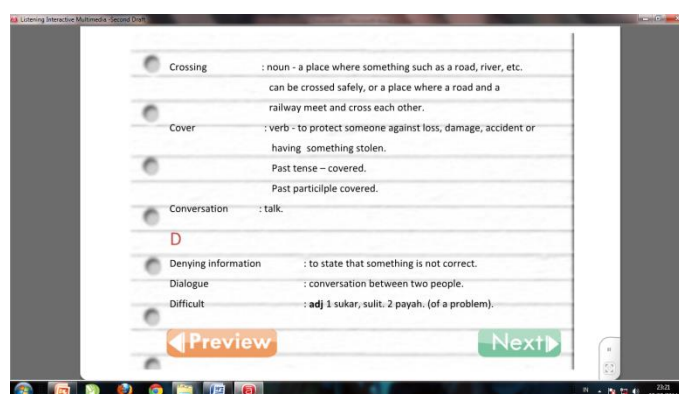
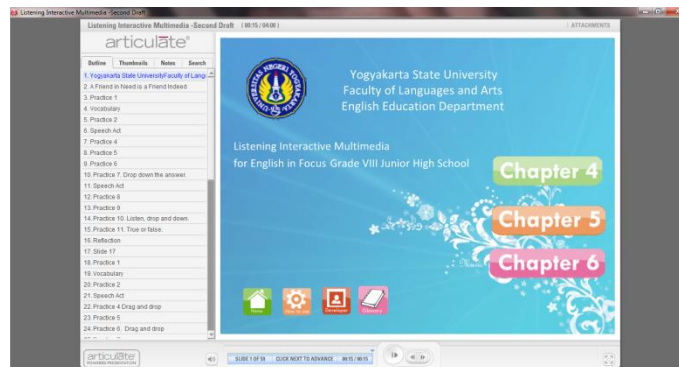
Score so far: 0 points out of 0

SUBMIT

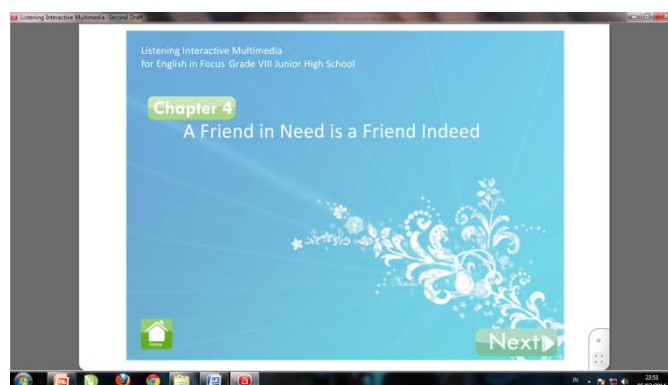
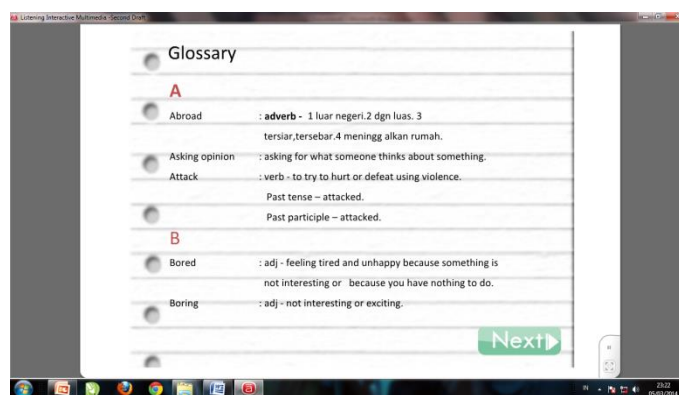
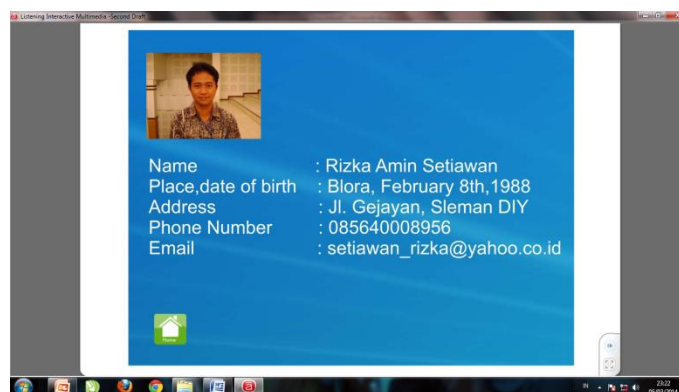
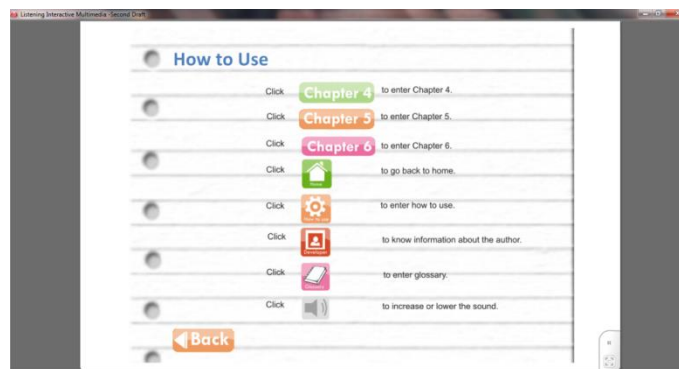
# **APPENDIX D**

## **The Second Draft of Interactive Multimedia**

## Second Darft of Listening Interactive Multimedia








Listening Interactive Multimedia "Second Draft"

### Practice 1

Questions

Study the following dialogue.



(Click the audio button to listen to the text)

Score so far: 0 points out of 0

NEXT

Listening Interactive Multimedia "Second Draft"

### Vocabulary

Questions

Study the following vocabulary.

sleep	: tidur
yawn	: menguap
stay up	: terjaga
watch	: menyaksikan
bored	: bosan, jemu
difficult	: sulit
teenage	: remaja
lie	: kebohongan
worse	: lebih buruk
abroad	: di luar negeri
bookstore	: toko buku
interest	: minat

(Click the audio button to listen its pronunciation)

Score so far: 0 points out of 0

NEXT

Listening Interactive Multimedia "Second Draft"

### Practice 2

Question 1 of 2

Point Value: 10

Matching the words with its meaning.

(Click the audio button to listen its pronunciation)

1. Alive	mengejar
2. Friend	membisikan
3. Chase	hidup
4. terrify	ketakutan
5. whisper	teman

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia "Second Draft"

### Speech Act

Expressions to ask for an opinion.	<b>Expressions to ask for an opinion.</b> <b>Informal</b> What do you think of ...? What are your views about ...? What are your feelings about ...? <b>Formal</b> Excuse me, Madam. What do you feel about...? I'd be grateful to have your view/opinion on ....
Expressions to give an opinion.	
Expressions to decline an opinion.	

Listening Interactive Multimedia (Second Unit)

### Practice 4

Point Value: 10

Complete the conversation by doing drop and down the answer.

(Click the audio button to listen to the text)

Eric : Morning, Susan.  
 Susan : Morning, how are you today, Eric?  
 Eric : Oh...You?  
 Susan : I'm fine too.  
 Eric : Susan, have you finished your homework? ... ?  
 Susan : Yeah, I've done it. It's ... though.

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia (Second Unit)

### Practice 5

Point Value: 10

Complete the following dialogues using expressions of asking for, giving, and disagreeing opinions.

(Click the audio button to listen to the text)

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia (Second Unit)

### Practice 6

Study the following dialogue.

Score so far: 0 points out of 0

NEXT

Listening Interactive Multimedia (Second Unit)

### Practice 7. Drop down the answer.

Point Value: 10

Complete the text by doing drop and down the answer. (Click the audio button to listen to the text)

Ida : It's very ... today, isn't it?  
 Fandi : Yeah, it is. I wish I had a can of ... coke now.  
 Ida : Yeah, me too. Ups, here is my ... Would you like to come in?  
 Fandi : ..., thanks very much.  
 Ida : Please, ... Fandi.  
 Fandi : Thanks, Ida. Wow. It's nice and ... here.  
 Ida : I've turned on the ... Anyway, would you like something to drink?  
 Fandi : Anything would be fine, as long as it's ...

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia (Second Unit)

### Speech Act

To offer things, you could use these expressions.

Informal  
Will you have ... ?  
Do you want ... ?

Formal  
Would you like ... ?

Score so far: 0 points out of 0

Listening Interactive Multimedia (Second Unit)

### Practice 8

Complete the dialogue with appropriate responses.

Score so far: 0 points out of 0

Listening Interactive Multimedia (Second Unit)

### Practice 9

1. What do you think on the picture tells you about?
2. Is it a legend, myth, or fable?
3. What does the picture tell you?

Score so far: 0 points out of 0

Listening Interactive Multimedia (Second Unit)

### Practice 10. Listen, drop and down.

Listen to a short story and drop-down the missing words.

The Two Friends and the bear

John and James were two friends who were crossing a ...

Suddenly, they hit a huge black ... imagine how terrified they were.

They tried to run but the bear ... them.

... managed to climb up into a tree but,

... fell to the ground and pretended to be dead.

He knew that a bear will only attack something if it is ...


Score so far: 0 points out of 0

Listening Interactive Multimedia (second time)

Practice 11. True or false. Point Value: 10

Questions 1 of 1

1. John and James were two friends.



☐ True  
☐ False

Score so far: 0 points out of 0

[SUBMIT](#)

Listening Interactive Multimedia (second time)

Reflection

Questions 1 of 1

How much do you learn from this chapter?

	Very much		Little
1. Expressions of asking for, giving, and disagreeing opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Expressions of expressions for asking, offering, giving, and rejecting things or something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Listen to Narrative texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score so far: 0 points out of 0

[SUBMIT](#)

Listening Interactive Multimedia  
for English in Focus, Grade VIII Junior High School

**Chapter 5**



Personal Experience

[Next](#)

Listening Interactive Multimedia (second time)

Practice 1

Questions 1 of 1



1. What will you say to start a conversation?  
2. If your friend looks sick, what do you say to show your attention?


Score so far: 0 points out of 0

[NEXT](#)

Listening Interactive Multimedia Second Unit

### Practice 1

Study the following dialogue.



Click the button to listen to the audio

Score so far: 0 points out of 0

NEXT

Listening Interactive Multimedia Second Unit

### Vocabulary

Study the following vocabulary below.

Treat	: merawat
Fever	: demam
Hospital	: rumah sakit
Dengue fever	: demam berdarah
Submit	: mengumpulkan
Headache	: sakit kepala

Click the audio button to listen its pronunciation

Score so far: 0 points out of 0

NEXT

Listening Interactive Multimedia Second Unit

### Practice 2

Match the words with its meaning.

Click the audio button to listen its pronunciation

1. Beverage	khawatir
2. Medicine	memeriksa
3. Examine	obat-obatan
4. Worry	resep dokter
5. Prescription	toko obat
6. Drugstore	minumam

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia Second Unit

### Speech Act



<p>Expressions to start a conversation on phone.</p> <p>Expressions to extend a conversation on phone.</p> <p>Asking people to wait on the phone.</p> <p>Expressions to end a conversation.</p>	<p>Expressions to start a conversation on phone.</p> <p>Informal</p> <p>Hello. This is ...</p> <p>Hello. ... speaking.</p> <p>Formal</p> <p>Can I speak to ...</p> <p>May I speak to ...</p>
---	--

Listening Interactive Multimedia (Second Unit)

### Practice 4 Drag and drop

Point Value: 10

1. Starting conversation on the telephone.

   
(Click the audio button to listen to the dialogue)

Score so far: 0 points out of 0


Listening Interactive Multimedia (Second Unit)

### Practice 5

Point Value: 10

Answer the following questions.

1. How does Gita open the conversation? What does she say?

  
00:00 / 00:25

☐ A. Hello. Can I speak to Gita?

☐ B. Speaking. Who is calling?

☐ C. This is Arif.


Score so far: 0 points out of 0

Listening Interactive Multimedia (Second Unit)

### Practice 6. Drag and drop

Point Value: 10

1. Starting conversation on the phone.

  
00:00 / 00:32

Score so far: 0 points out of 0

Listening Interactive Multimedia (Second Unit)

### Practice 7

Point Value: 10

Answer the following questions.


1. Who calls?

☐ A. Deni.

☐ B. Ita.

☐ C. Deni's brother.

☐ D. Ita's brother.

  
00:00 / 00:41

Score so far: 0 points out of 0

Listening Interactive Multimedia - Second Unit

### Practice 8 Drag and drop

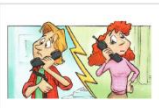
Point Value: 10

Starting conversation on the telephone.

Bye.

Thanks.

Hello. Can I speak to Ita?



00:00 / 00:41

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia - Second Unit

### Practice 9

Point Value: 10

Listen to the dialogue and fill in the blanks. (Click the audio button to listen to the text)

Saskia : Good afternoon, Doctor.  
 Doctor : 1. ..., Saskia. Please sit down.  
 Tell me what's your problem?

Saskia : Well, it 2. ... yesterday, Doctor. I had a fever and headache all day.

Doctor : Ok, let me 3. ... you first.

Saskia : So, Doctor, how is it?  
 Doctor : It's 4. ... serious.  
 You've caught a cold. I suggest you to take a rest tomorrow and don't drink some cold 5. ... You may not eat fried food at home.

Score so far: 0 points out of 0


SUBMIT

Listening Interactive Multimedia - Second Unit

### Practice 10

Point Value: 10

1. How old is Andrea?



00:00 / 01:18

A. 40

B. 14

C. 41

D. 13

Score so far: 0 points out of 0


SUBMIT

Listening Interactive Multimedia - Second Unit

### Practice 11

Point Value: 10

1. What happen with Beni on 14 Monday?



00:00 / 00:59

A. He was ill.

B. He called the doctor.

C. He went back to bed.

D. His mum came to his house.

Score so far: 0 points out of 0

SUBMIT



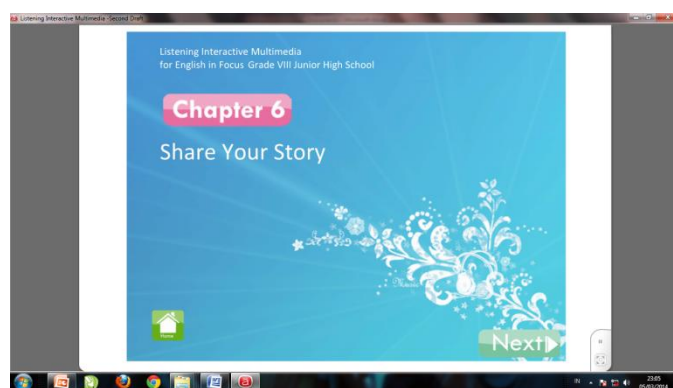
Listening Interactive Multimedia - Second Draft

### Reflection

How much do you learn from this chapter?

	Very much		Little
1. Expressions for starting, extending, and ending a conversation on the phone.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Listen to recount text.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Vocabulary.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

[SUBMIT](#)



Listening Interactive Multimedia - Second Draft

### Chapter 6

#### Share Your Story




1. Have you ever asked your friend for information?
2. What do you say when your friend asks for information?

Score so far: 0 points out of 0


[NEXT](#)

Listening Interactive Multimedia - Second Draft

### Vocabulary

Study the following vocabulary below.  
Click the button to listen to the text.

Princess	: Putri
Prince	: Pangeran
Stepmother	: Ibu tiri
Jealous	: Cemburu
Live	: Tinggal
Reach	: Mencapai
Discover	: Menemukan
Cover	: Terbungkus



(Click the audio button to listen its pronunciation.)

Score so far: 0 points out of 0

[NEXT](#)

Listening Interactive Multimedia - Second Draft

### Practice 1 Drag and drop

Point Value: 10

Match the words with its meaning.

Click the audio button to listen its pronunciation.

Granny	nenek
Basket	keranjang,
Eat	berteriak
Shout	melahap
Woodcutter	memakan
Gobble	penebang kayu

Score so far: 0 points out of 0


SUBMIT

Listening Interactive Multimedia - Second Draft

### Practice 2

Point Value: 10

1. On what floor can he find the novel?

 00:00 / 00:44

☐ A. On the first floor.  
☐ B. On the second floor.  
☐ C. On the third floor.

Score so far: 0 points out of 0

SUBMIT


Listening Interactive Multimedia - Second Draft

### Practice 3

Point Value: 10

1. Snow white is a bad princess.

☐ True  
☐ False

 00:00 / 01:04

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia - Second Draft

### Practice 4

You can use the expressions to ask for information.

Informal  
 Do you know ...?  
 Can you tell me ...?  
 Formal  
 Excuse me Sir/Ma'am ...  
 I'd like to know ...

You can use the expressions to give information.

Yes. Just go straight then turn to the right, the post office is on your right side. (telling a place)  
 Yes. I do know that. It ...

You can use the expressions to deny information:

Informal  
 How do you know that?  
 Formal  
 Are you sure? As far as I know ...  
 I'm really sorry, but ...

Score so far: 0 points out of 0

NEXT

Listening Interactive Multimedia - Second Unit


**Practice 5. Drag and drop.** Point Value: 10

Asking information.

Do you know the story of Snow White?

That's a good story.

Oh, really?



00:00 / 01:09

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia - Second Unit

**Practice 6** Point Value: 10

Giving information.

Are you sure?

Yes. Just go straight then turn to the left, the Indonesian Embassy is on your left side.

Do you know the way to Indonesian Embassy?

Score so far: 10 points out of 10


SUBMIT


Listening Interactive Multimedia - Second Unit


**Practice 7** Point Value: 10


Complete the following dialogue with appropriate responses.

1. Can you tell me about the story of Malin Kundang?



☐ A. 

☐ B. 

☐ C. 

(Click the audio button to listen to the dialogue)


Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia - Second Unit

**Practice 8** Point Value: 10

1. Where did the story take place?



00:00 / 00:51

☐ A. In the moon.

☐ B. In the palace.

☐ C. In the garden.

Score so far: 0 points out of 0

SUBMIT


Listening Interactive Multimedia - Second Unit

### Practice 9

Question 1 of 10

Point Value: 10

1. Who did Little Red Riding Hood visit in the story?



☐ A. Her grandma.

☐ B. Her uncle.

☐ C. Her aunty.

Score so far: 0 points out of 0

SUBMIT

Listening Interactive Multimedia - Second Unit

### Reflection

Question 1 of 1

How much do you learn from this chapter?

	Very much	Little
1. Expressions for asking, giving, and denying information.	<input type="radio"/>	<input type="radio"/>
2. Listen to narrative texts.	<input type="radio"/>	<input type="radio"/>
3. Vocabulary.	<input type="radio"/>	<input type="radio"/>

SUBMIT

# **APPENDIX E**

## Instruments

### **Kuesioner Analisa Kebutuhan Belajar Siswa (Needs Analysis)**

Angket ini digunakan untuk mengetahui kebutuhan belajar siswa yang diperlukan dalam pengembangan media pembelajaran bahasa Inggris listening berbasis komputer untuk siswa kelas VIII SMPN 4 Depok Yogyakarta semester 2. Jawaban yang Kalian berikan tidak akan berpengaruh pada nilai mata pelajaran Bahasa Inggris.

#### **Petunjuk Pengisian**

Pilihlah salah satu atau lebih dari alternatif jawaban yang tersedia atau isilah titik-titik yang tersedia.

1. Menurut Kalian, kesulitan-kesulitan apa saja yang kalian temui dalam mengerjakan tugas-tugas listening?
  - a. Pronunciation / kosa kata yang tidak jelas pengucapannya
  - b. Banyak kosakata yang terlalu sulit
  - c. Audionya terlalu cepat
  - d. Durasi audio terlalu lama
  - e. Lainnya .....
2. Menurut Kalian materi listening apa yang menarik?
  - a. Materi yang menggunakan audio saja.
  - b. Materi listening yang menggunakan video.
  - c. Materi dengan banyak ilustrasi/gambar.
  - d. Materi listening yang menggunakan teks otentik seperti rekaman berita dari TV, rekaman percakapan film, siaran radio, dll.
  - e. Lainnya .....
3. Menurut Kalian bentuk aktivitas listening (mendengarkan) media interaktif berbasis komputer sebaiknya ...
  - a. Mendengarkan dialog/monolog dan mengerjakan latihan soal
  - b. Mendengarkan dan mencocokkan
  - c. Mendengar dan mengulang
  - d. Mendengar dan melengkapi kalimat
  - e. Lainnya .....

4. Menurut Kalian adanya rekaman suara dialog, monolog dan cara membaca dalam bahasa Inggris itu ...
  - a. Tidak perlu
  - b. Kadang-kadang perlu
  - c. Sangat perlu
  - d. Lainnya .....
5. Menurut Kalian lay out dalam media interaktif berbasis computer itu sebaiknya ...
  - a. Bervariasi antara kombinasi gambar dengan warna
  - b. Mempunyai kombinasi warna yang sesuai
  - c. Lainnya .....
6. Menurut Kalian ukuran huruf dalam media interaktif berbasis computer itu sebaiknya berukuran (font) ...
  - a. 12
  - b. 14
  - c. 16
  - d. Lainnya .....
7. Menurut Kalian jenis huruf dalam media interaktif berbasis computer itu sebaiknya terdiri dari ....
  - a. Satu jenis font arial
  - b. Dua jenis font arial dan articulate
  - c. Tiga jenis font arial, articulate dan articulate narrow
  - d. Lainnya .....
8. Menurut Kalian kombinasi warna antara latar (background) dengan huruf yang digunakan dalam media interaktif berbasis computer itu sebaiknya
  - a. Terdiri dari satu warna
  - b. Terdiri dari kombinasi dua warna
  - c. Terdiri dari tiga warna

- d. Lainnya .....
- 9. Menurut Kalian adanya tampilan gambar yang mendukung pemahaman Kalian terhadap materi (explanative illustration) dalam media interaktif berbasis komputer adalah
  - a. Tidak perlu
  - b. Kadang kadang
  - c. Sangat perlu
  - d. lainnya .....
- 10. Menurut Kalian adanya gambar yang bagus dan menarik (decorative illustration) dalam media berbasis komputer adalah ...
  - a. Tidak perlu
  - b. Kadang-kadang perlu
  - c. Sangat perlu
  - d. Lainnya .....
- 11. Menurut Kalian adanya suara instrumen dan lagu dalam media berbasis komputer adalah ...
  - a. Tidak perlu
  - b. Kadang-kadang perlu
  - c. Sangat perlu
  - d. Lainnya .....
- 12. Menurut Kalian tombol-tombol (system navigasi) dalam media interaktif berbasis komputer sebaiknya ...
  - a. Tidak terlalu rumit
  - b. Mempunyai simbol yang tepat seperti pada tombol *next*, *previous*, *exit*, dll
  - c. Mudah untuk menemukan letak tombol-tombol navigasi
  - d. Lainnya .....
- 13. Urutan kegiatan belajar listening menurut kalian sebaiknya ...
  - a. Mendengarkan dialog, melengkapi dialog, dan menjawab pertanyaan.



- b. Mendengarkan teks monolog/dialog, memilih pernyataan yang salah atau benar sesuai dengan teks, dan melengkapi dialog / paragraph rumpang.
  - c. Mendengarkan teks pendek, mencocok kan gambar sesuai dengan teks, dan menjawab pertanyaan.
  - d. Lainnya .....
14. Panjang input teks untuk materi listening (mendengarkan) yang kalian kuasai adalah ...
- a. 50 - 100 kata
  - b. 100 - 150 kata
  - c. 150 - 200 kata
  - d. 200 - 250 kata
  - e. Lainnya .....
15. Input teks pada pembelajaran listening (mendengarkan) yang Kalian inginkan adalah ...
- a. Teks berbentuk monolog
  - b. Teks berbentuk dialog
  - c. Teks singkat
16. Aktifitas pembukaan (Pre-listening) yang kalian harapkan adalah ...
- a. Mengidentifikasi gambar
  - b. Mengidentifikasi kata kunci pada teks
  - c. Mendengarkan isi teks
  - d. Lainnya .....
17. Aktifitas inti (While-listening) yang kalian harapkan adalah ...
- a. Answering multiple choice and true – false questions
  - b. Rewrite word or phrase that are heard
  - c. Mathching and chosing picture
  - d. Writing answers to questions
  - e. Lainnya .....

19. Aktivitas penutup (Post-listening) yang kalian inginkan adalah ...
- a. True – false
  - b. Menjawab pertanyaan
  - c. Rearrange jumbled paragraph based on the teks
  - d. Fill in the blank
  - e. Lainnya .....
20. Menurut Kalian fungsi dari pembelajaran listening (mendengarkan) dengan menggunakan media interaktif berbasis computer adalah sebagai ...
- a. Materi pengayaan
  - b. Pengulangan materi
  - c. Tambahan materi
  - d. Lainnya .....
21. Language function atau ekspresi yang kalian inginkan dalam pembelajaran listening (mendengarkan) dengan menggunakan media interaktif berbasis computer adalah ...
- a. Asking for, giving, and refusing, goods and services
  - b. Opening, extending, and ending conversation on the telephone.
  - c. Agreeing and disagreeing something
  - d. Asking for, giving, and denying information.
  - e. Asking for , giving, and refusing opinion.
  - f. Denying and admitting
22. Tema yang kalian inginkan dalam pembelajaran listening (mendengarkan) dengan menggunakan media interaktif berbasis computer adalah ...
- a. Personal experience.
  - b. Story.
  - c. Fairy tale

d. Life performance.

e. Daily life.

f. Lainnya .....

23. Jenis teks apa yang Kalian inginkan dalam pembelajaran listening dengan menggunakan media berbasis computer?

a. Descriptive

b. Recount

c. Narrative

### Surat Keterangan Validasi

Yang bertanda tangan dibawah ini:

Nama : Dyah Setyowati Ciptaningrum, M.Ed.  
 NIP : 19740127 2005001 2 002  
 Institusi : Pendidikan Bahasa Inggris FBS UNY  
 Bidang keahlian : Pengajaran Bahasa Inggris

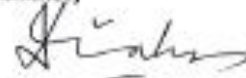
Menyatakan bahwa materi belajar listening berbasis multimedia untuk Sekolah Menengah Pertama Semester 2 , sebagai hasil dari skripsi dengan judul Developing Listening Interactive Multimedia for Junior High School dari mahasiswa:

Nama : Rizka Amin Setiawan  
 NIM : 06202244125

Telah layak digunakan dalam proses belajar mengajar dengan menambahkan beberapa saran sebagai berikut: Memperjelas instruksi pada setiap latihan soal; Memastikan ungkapan tertentu adalah ungkapan yang umum digunakan dalam konteks authentic bahasa Inggris. Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

Yogyakarta, 14 Mopember

Evaluatur,



Dyah Setyowati Ciptaningrum, M.Ed.

NIP. 19740127 2005001 2 002

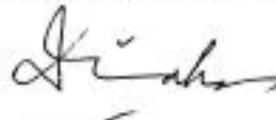
## Notes:

- Contoh dialogue ada yang tidak menggunakan ekspresi yang sesuai.  
Misal : to live action → has been filmed.
- Pada contoh penggunaan ekspresi to extend a conversation on phone, ekspresi "hold on, please" sebaiknya dimasukkan dalam contoh ekspresi asking people to wait on the phone.
- Ada beberapa kesalahan grammar, punctuation, spelling pada practice.
- Picture pada chapter 5 sebaiknya diganti yang dengan lebih sesuai dengan teks.
- Pada chapter 6 sebaiknya ditambah dengan contoh penggunaan asking for direction. Practice 6 pada chapter 6 sebaiknya ditempatkan sebelum practice 5.
- Pada chapter 6 sebaiknya ditambah dengan contoh penggunaan asking for direction.
- Kegiatan matching words sebaiknya ditempatkan pada pre-listening.

Yogyakarta, Desember 2013

Evaluator,

Dyah Setyowati Ciptaningrum, M.Ed.



NIP. 19740127 2005001 2 002

### Kuisisioner Untuk Ahli Materi

#### (Expert Judgement)

Sebagai tindak lanjut penelitian mengenai pengembangan media interaktif dengan mengadopsi buku sekolah elektronik yang berjudul English in Focus maka dengan ini saya meminta kesediaan bpk/ibu untuk mengisi kuesioner berikut ini.

Berilah tanda centang (v) pada salah satu kolom skor pada masing-masing pernyataan sesuai pendapat Anda mengenai materi yang telah disusun.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

Evaluasi Materi Pembelajaran

Kelayakan Isi

No.	Pernyataan	STS	TS	S	SS
1.	Materi dalam media ini sesuai dengan SK KD SMP kelas VIII.			✓	
2.	Materi dalam media ini sesuai dengan tujuan pembelajaran.			✓	
3.	Materi/teks pada media pembelajaran ini sesuai dengan topik yang dibahas.			✓	
4.	Materi ini sesuai dengan kehidupan siswa sehari sehari.				✓
5.	Materi pada media ini disusun sesuai dengan kebutuhan siswa.			✓	

6.	Materi dalam media pembelajaran ini memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa.			✓	
7.	Materi dalam media pembelajaran ini mengarahkan siswa dalam memahami fungsi sosial yang terkait dengan kehidupan sehari-hari.			✓	
8.	Materi dalam media pembelajaran ini membantu siswa dalam memahami fitur linguistik pada teks yang dibahas.			✓	

## Aspek Bahasa

No.	Pernyataan	STS	TS	S	SS
1.	Bahasa yang digunakan sesuai perkembangan kognitif peserta didik.			✓	
2.	Instruksi pada media ini menggunakan bahasa yang mudah dipahami.				✓
3.	Bahasa yang digunakan sesuai dengan kaidah grammatikal bahasa inggris yang benar.			✓	
4.	Bahasa pada materi ini menggunakan ejaan yang benar (spelling).				✓
5.	Bahasa inggris yang digunakan memiliki ketepatan dalam pemilihan kata (word choice).			✓	
6.	Materi yang disajikan memiliki ketertautan/hubungan dengan materi selanjutnya.			✓	



## Kegiatan

No.	Pernyataan	STS	TS	S	SS
1.	Kegiatan/activities pada media pembelajaran ini sesuai dengan tujuan pembelajaran.			✓	
2.	Materi pada media pembelajaran ini dapat membantu siswa dalam meningkatkan kemampuan mendengarkan (listening skill).			✓	
3.	Suara dan ilustrasi gambar dalam media pembelajaran ini dapat membantu siswa dalam memahami teks yang disampaikan.				✓
4.	Materi ini tersusun secara konsisten terdiri dari pre-listening, whilist listening, and post-listening.			✓	
4.	Kegiatan pre-listening dapat membantu siswa dalam memahami materi/topics yang akan disampaikan.			✓	
5.	Pengenalan kosa kata / vocabulary dapat membantu siswa dalam memahami teks yang akan disampaikan.			✓	
6.	Kegiatan drop and down dapat membantu siswa dalam memahami teks yang disampaikan.			✓	
7.	Kegiatan menjawab pilihan ganda (aanswering multiple choice questions) dapat membantu siswa dalam memahami teks listening yang disampaikan.				✓
8.	Kegiatan menjawab true-false dapat meningkatkan kemampuan siswa dalam memahami teks listening yang disampaikan.				✓
9.	Kegiatan drag and drop dapat meningkatkan kemampuan siswa dalam memahami teks listening yang disampaikan.			✓	
10.	Materi ini disusun dari materi yang tingkat kesulitannya rendah hingga yang lebih kompleks.			✓	
11.	Feedback/ umpan balik pada materi ini dapat			✓	



	membantu siswa dalam memahami isi teks.				
12.	Feedback/ umpan balik pada materi ini disajikan dalam satu slide yang sama.			✓	
13.	Glossarium pada media pembelajaran ini dapat membantu siswa dalam memahami istilah-istilah yang terdapat pada materi pembelajaran.				✓

Yogyakarta, Desember 2013

Evaluator Materi,



Dyah Setyowati Ciptaningrum, M.Ed.

NIP.19740127 2005001 2 002

### Surat Keterangan Validasi

Yang bertanda tangan dibawah ini:

Nama : Ella Wulandari, M.A.  
NIP : 198305182006042001  
Institusi : Pendidikan Bahasa Inggris FBS UNY  
Bidang keahlian : Pengajaran Bahasa Inggris

Menyatakan bahwa materi belajar listening berbasis multimedia untuk Sekolah Menengah Pertama Semester 2 , sebagai hasil dari skripsi dengan judul Developing Listening Interactive Multimedia for Junior High School dari mahasiswa:

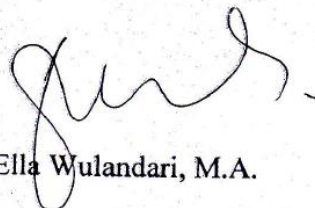
Nama : Rizka Amin Setiawan  
NIM : 06202244125

Telah layak digunakan dalam proses belajar mengajar dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini kami buat agar dapat digunakan sebagaimana mestinya

Yogyakarta, 14 Mopember

Evaluator,



Ella Wulandari, M.A.

NIP.198305182006042001

## Notes:

- ① Angket tidak mencakup semua komponen penilaian materi/ajar yg seharusnya dinilai
- ② Kesalahan grammar, punctuation, layout pada pr
- ③ Beberapa jawaban untuk practice ada yg kurang see
- ④ Glossary → sebaiknya dikelompokkan  
verbs    adjs    adv    etc.
- ⑤ Replying opinion ? e.g. Expressing spt apa y  
to disagreeing ?
- ⑥ Penulisan options pd some practice
  - kalimat pakai titik, sb
  - huruf besar
- ⑦ Contoh dialog ada yg tidak menggunakan expe  
sya tingkat formalitas yg sesuai  
Misal: Ambir teman do you want ...

Bukan  
→ would you like ...;

Thank ya



Bu Ella.

## Kuisisioner Untuk Ahli Media

Pilihlah salah satu penilaian dengan pernyataan berikut.

Keterangan:

SS : sangat setuju

S : setuju

TS : tidak setuju

STS : sangat tidak setuju

No.	Pernyataan	SS	S	TS	STS
Slide					
1.	Tampilan slide menarik.	✓			
2.	Media ini menggunakan tampilan layout yang sederhana.	✓			
3.	Komposisi warna yang digunakan sesuai.	✓			
4.	Media ini menggunakan warna belakang yang konsisten.	✓			
5.	Media ini menggunakan kombinasi warna teks dan warna latar belakang yang serasi.	✓			
Elemen-elemen pada media pembelajaran.					
6.	Teks pada media ini menggunakan ukuran font 12.	✓			
7.	Teks pada media ini menggunakan jenis font yang tepat.	✓			
8.	Teks pada media ini menggunakan warna yang konsisten.	✓			

tp warna 'font' bs gbrat bmdngs  
untuk key instructions



9.	Teks pada media ini singkat, jelas, dan mudah dibaca.		✓		
10.	Gambar/grafik/animasi pada media ini disajikan bersamaan dengan teks.		✓		
11.	Gambar/grafik/animasi merupakan icon yang mendukung teks yang menyertainya.		✓		Gbr/animasi hanya ilustrasi saja, tidak menggambarkan isi/konten secara akurat → bisa bingung dgn aktivitas.
12.	Kualitas suara sudah baik dan membantu penyajian materi.		✓		It's clear but less natural (some).
13.	Multimedia ini memungkinkan pengguna untuk melakukan jeda (pause), melanjutkan (continue), dan mengulang (repeat) suara pada dialog dan teks.		✓		
14.	Kualitas video sudah baik. (Chp. 6, Practice 6)	✓			
Tombol Navigasi					
15.	Navigasi pada media ini ditempatkan secara konsisten.		✓		
16.	Navigasi pada media ini dapat mudah dipahami oleh pengguna.		✓		
17.	Ukuran navigasi pada media ini mudah dibaca.		✓		
18.	Navigasi pada media ini disertai instruksi untuk memudahkan pengguna.		✓		Apa navigasi yg belum ada buttonnya -
Feedback dan Jawaban					
19.	Pada media ini tersedia respon feedback secara langsung.		✓		
20.	Pengguna bisa mengoperasikan media ini dengan mandiri.		✓		
21.	Skor penilaian yang tersedia cukup baik dan dapat membantu siswa mengukur kemampuannya.		✓		Cukup baik, Untuk mengukur kemampuan → perlu lebih singkat exploratif tips → sesuai dgn masalah.